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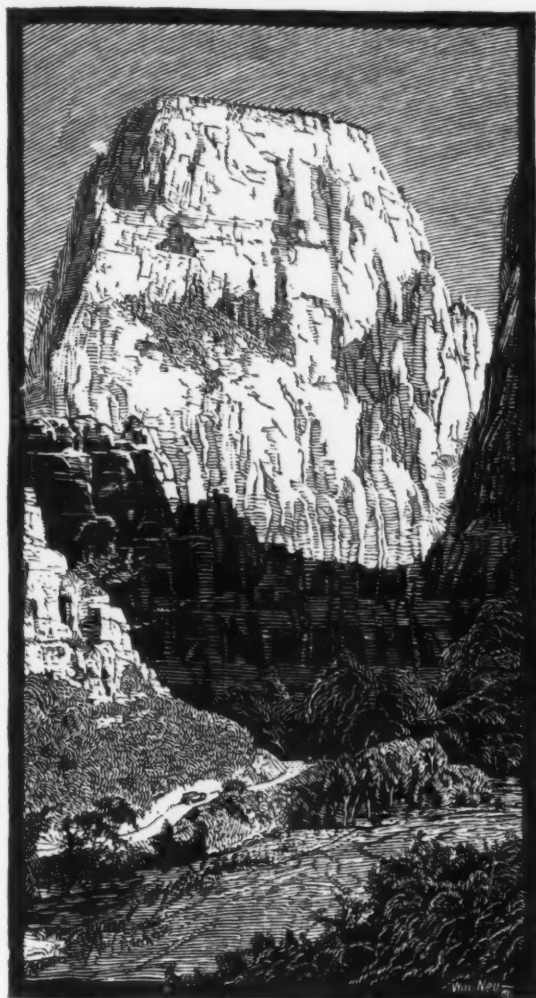
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A Traveling School of the Desert

California College Students Tour the Famous Death Valley

The Inspection Trip As An Aid to Chemistry Study

PARK L. TURRILL, *Instructor in Chemistry, Glendale Junior College*

YOUR invitation to "write up" my eccentricity in taking large groups of students to Death Valley and the Amargosa Desert every spring vacation was much appreciated, and here is the result.

I have had many and varied experiences in the last seven years on the many trips in which we have traversed Death Valley; we have had a few accidents, have encountered many strange people, and have learned a great deal about human nature. Subject people to the hardships of desert travel; scrape the thin veneer of civilization off their personality; and then see how they react.

I have found that the gentleman remains the gentleman still, and the lady is true to herself. The fop in the class-room becomes the cad in the inferno of sun-blasted sinks. True sportsmanship shows up on a week's trip like that.—Park L. Turrill.



EVEN years ago the writer, while a teacher in Glendale Union High School, was explaining to a chemistry class the methods employed by a large chemical plant for the production of potash and borax from saline brines of dessicated lakes in the Mojave Desert region. I chanced to remark that it would be obviously more advantageous for the students to visit this plant and see for themselves what was going on, and that it would be possible to see both the plant and the dry lake in a week-end trip.

The class immediately became enthusiastic, and 48 hours later, on a Friday afternoon, five cars laden with 21 students, boys and girls, dads and mothers, headed their radiator-caps towards Mojave. After a night encamped in Red Rock Canon, the group proceeded on to Trona, where the huge plant of the American Potash and Chemical Corporation is located on the shores of Searles Dry Lake.

Here the students received, at first hand, an understanding and perspective of the applications of chemistry to industry that would have

been almost impossible to put over by drawings and equations on the blackboard. This unique plant, a triumphant product of pure research, produces 15 per cent of all the potash used by the farmers and ranchers of the United States and 46 per cent of all the borax and boric acid sold in world markets.

After spending the day here, we camped for the night at Granite Wells, at the foot of Pilot Knob, in the heart of the **Rand Mining District**. This highly-mineralized region has produced, and is still producing, millions of dollars in gold, silver, lead, tungsten, paint bases, talc, soda, borax, boric acid, potash, alkaline silicates for abrasives and kitchen cleansers, clays for the ceramics industry and drying petroleum products. Of theoretical interest to the scientist, there can be found, in greater or less abundance, every known chemical element in the Periodic System.

Frequent stops were made, here and there, to show a chemical deposition to the students, or give them a 10-minute lecturette. The return home Sunday was made by way of Victorville, Cajon Pass, and San Bernardino. We had traveled some 700 miles; the students had seen for themselves, and were ready and eager to return to text-book and laboratory.



"I'll charge ye a dollar apiece fer my picktur." The caravan is checked in its flight by this ancient, weatherbeaten prospector. He displayed to the ever-curious students splendid specimens of spun gold, picked up, he said, in a wash somewhere in "Death Valley."

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Interest was immediately aroused in the other classes, so 30 days later the trip was repeated, this time in spring vacation. Five days were taken, and some 800 miles were covered, 10 cars and 42 students, parents and faculty members participating. Spring vacation the following year saw a larger number of cars lined up, their running boards packed with bedding, "eats", sweaters, cameras, notebooks, extra gas and oil, and canteens. More of the Rand Mining District was covered, a number of huge chemical



Aerial view of Death Valley. The irregular gray streak down the center of the Valley is the Great Salt Pinnacles Sumps, 22 miles long. The leftmost arrow points to Furnace Creek Ranch. —Courtesy, Charles H. Owens, Los Angeles Times.

deposits were visited, and longer lectures were given to the students.

Searles Lake contains, according to Department of the Interior estimates, 7,000,000 tons of potash, enough to last agricultural interests of the United States for over a century, besides a practically inexhaustible supply of borax and soda, and other chemicals, amounting in all to over 100,000,000 tons.

The deposition covers 65 square miles of surface area, and averages 69 feet in depth. It consists of a saturated brine enmeshed in a spongy mass of crystals, the entire crystal body superimposed by a scintillating covering of brilliant halite (salt) formations only four inches in thickness, yet so hard automobiles may be driven over it, and airplanes use it as a gigantic landing field.

Owens Lake, farther north, possesses the distinction of being the only place in the United States where soda is produced directly from a natural deposit. It boasts of 44,000,000 tons of washing soda, 20,000,000 tons of baking soda, 5,000,000 tons of potash, besides millions of tons

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of borax, Glauber's Salts, and other chemicals. At the present rate of production the deposit will not be exhausted before the year 5930.

Into Death Valley

In March, 1926, the first trip was made into Death Valley. This district has been given many derogatory names, but should be termed "America's Chemical Storehouse", for in the mountain fastnesses that wall in the lowest depression in the New World, as well as in the sink itself, a wealth reaching into fabulous figures is stored. The defenses of heat and desolation which have guarded these deposits since the beginning of time are gradually being broken down, the contents being withdrawn for the service of mankind.

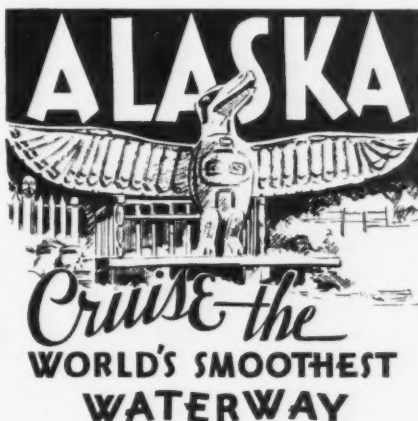
The 15 cars and 74 students, parents, and faculty, the writer took into Death Valley were prepared for any emergency, for even as late as 1926 travel into this region was extremely limited. We were equipped with radio apparatus, sending and receiving, to keep in constant con-



The potash and borax plant at Trona. This huge plant turns out 15% of all the potash used by the agricultural interests of the United States and 46% of all the borax sold in world markets. Scarles Lake in the distance.

tact with Glendale in case of breakdown. Motion pictures were made of the trip, the chemical plants and deposits, which were shown later at the school.

Our itinerary that year included all the principal points of interest in the Rand Mining District, the Salt Works at Saltdale, the Petrified Forest and the "Old Dutch" cleanser deposits in Last Chance Canyon being exploited by the Cudahy Packing Company, Pilot Knob, Bradbury Wells, the old Eagle's Borax Works and the



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Furnace Creek Ranch in the heart of Death Valley.

The return trip was made by way of Ryan and the borax plant at Death Valley Junction, Shoshone, Cave Springs, Garlic Springs, Yermo, Daggett, and Barstow. The roads in and out of

we tried to make the trip more efficient, more educational, more valuable to the student in an intellectual way, and at the same time, remembering that they were supposed to be "on vacation", give the students enough recreation and exercise so they would return to school the following Monday fresh and eager for the home stretch of the semester's work.

It is believed that these results have been achieved. Obviously there is a physical limitation to the number of machines and students we could take in the caravan, so students were rigidly accepted for a place in the expedition only on the basis of high scholarship, 100 per cent merit records, and a reputation for high moral character.

One hundred and sixty-two enrolled in the 1929 Expedition, and were transported in 38 cars. Over \$10,000 worth of motion picture equipment, including three complete camera outfits, were taken along in two of the cars and used in "shooting" several thousand feet of film. This Department of Visual Education was handled by a manager and two experienced Hollywood cameramen, on leave of absence. The expenses of tak-

this picture was borne by a special assessment on the members of the caravan, to the extent of \$2 each. The food bill for the six-day trip amounted to \$6 apiece, gas and oil and machine expense \$5 each. The total expense per student counting everything did not exceed \$15, for the entire 800-mile trip; students who did not spend so much for candy and ice cream had an expense bill of \$13-\$14.

Fifteen institutions of the Southland were represented in the expedition's personnel, 10 cars, 40 students, and 4 faculty members coming from Hollywood High School alone. Van Nuys High also sent a generous representation.



One of the largest electric shovels in the world. Students inspecting the quarries of the Southwestern Portland Cement Company at Victorville. The desert is rich in limestone and silica, but deposits close to the railroad are chosen.

Death Valley in 1926 were wretched compared to what we find today. Between the Furnace Creek Ranch and Death Valley Junction, the writer found it necessary to stop the caravan every hundred feet and pull rocks out of the way, so that crankcases might remain intact. Plowing through fine flour 18 inches deep below Bennett's Wells in the heart of the valley, the 15 cars sent clouds of dust several hundred feet into the air.

The Spring Expedition

In spring vacation of 1927 we had a caravan of 20 automobiles, all of them numbered with large numerals front and rear. Each was required to maintain a slow but steady rate of speed set by the pilot car, which the director of the expedition drove, and no cars were allowed to break out of line, speed or drive in a reckless manner. The problem of getting the long caravan through congested districts became so serious that the aid of the police was requested and generously given. Motorcycle escorts were furnished, and we traversed business districts behind sirens, without mishap.

The expedition that year numbered 107 boys and girls, parents, and 9 faculty members, and again



The "Covered Wagons" of the 1926 expedition (there were 15 in the caravan that year), encamped at Bradbury Wells, in the southern edge of Death Valley. The girls and their mothers slept in the center of the ring, somewhat sheltered from the wind and cold; the men rested as comfortably as possible in nearby canyons. Though hot in mid-day, the thermometer falls to a low reading at night. The spring water here is very brackish to the taste.

The problem of feeding 162 people several hundred miles from civilization was not an easy one, but was finally solved by Mrs. Helen S. Moir, assistant director, by dividing the group into six "eats divisions", each with a faculty member and a mother in charge, each division doing their own cooking on a separate fire.

Chaperonage was maintained by insisting that a mother, father, or member of the faculty ride in each car, said adult being responsible for his charges at all times. **Police protection** was furnished through the courtesy of the San Bernardino County sheriff's office. A uniformed officer made the entire round trip with us. The Los Angeles County Motor Patrol furnished **motorcycle officers** and a sheriff's car to escort us while in the confines of the county.

Radio Equipment

Complete radio sending and receiving equipment was carried, messages being transmitted between camp and Glendale. Our radio operators were the first to succeed in transmitting a radio wave from the sink of Death Valley, 278 feet below sea level. The press car was loaded with reporters; the caravan personnel included 3 doctors and 1 nurse to care for the health wants of the party. A truck loaded with supplies was included in the 38 cars. In 1928 we carried our own minister and held church services Sunday in the heart of the desert; 1929 found us singing hymns Sunday morning at the plant of the Southwestern Portland Cement Company at Victorville.

We had camped the night before on the Company's grounds, but it began to snow, so the Company furnished us with 10,000 clean cement sacks to sleep on, spread out on the floor in the steam heated and electrically lighted warehouse. The boys and their fathers had one whole floor to themselves, the girls and their mothers another. The Victor Valley Union High School

student body royally entertained us that evening in the high school auditorium with motion pictures, a dance and refreshments.

The cement plant at Victorville is one of the most scientifically designed plants in the United States, and exhibits in excellent measure the fundamental principles of chemical engineering as applied to the production of cement.

The itinerary of the 1929 trip was approximately the same as that of previous trips except that we spent two days and nights in the heart of Death Valley where we were the guests of the Pacific Coast Borax Company, who spared no expense in our entertainment.

On our way home we traversed the trail of the Jayhawkers of '49, one of the survivors of that party being the writer's grand uncle. We ascended out of Death Valley by way of Emigrant's Wash, Emigrant's Pass, Harrisburg and Skidoo, Wild Rose Canon, Panamint Valley, Ballarat and thence on to Trona, where we were welcomed by the hospitable officials of the American Potash and Chemical Corporation.

It is the writer's conclusion that the inspection trip should be a definite and distinct addendum to the curriculum. Today the country schools can go to the industrial districts, and the city schools can in turn visit the desert and note its vast display of chemical wealth and geological formations, through the aid of the modern high-speed motor car.

Even in caravan formation, with 38 cars stretched out on the highway for two miles, we were able, with the aid of a battery of motorcycle police, to maintain a steady half-a-mile-a-minute speed, which is sufficient. The caravan method is advisable; we have tried out all ways of travel. Allow the cars to go by themselves, "free-for-all" style, and accidents are liable to happen.

The rear end of the caravan, **if traveling without police protection**, gets tied up in a traffic



Furnace Creek Canon is a geologist's paradise. Delivering a lecture, not on Chemistry, but on the geology of the weird formations in this portion of the Funeral Range and the Black Mountains.

jam, and the head car of this rear caravan then speeds along to catch up with the front cars, who have gone on ignorant of the fate of those in the rear. This likewise is dangerous, for the rear cars must travel 40 to 50 miles per hour to catch up with the pilot car, even though the latter be traveling along at a steady rate of 30 miles per hour.

The only safe way is to line all the cars up, number them, insist that they stay in line and not drive recklessly, and if possible, enlist the aid of the police in keeping the cars in line and watching out for other drivers cutting in.

Under such conditions a round trip of 100 miles or even 900 miles to visit some throbbing chemical industry is not an impossible objective. Although advantageously situated as regards those plants in the metropolitan area of Los Angeles, the site of this campus makes the lengthy trip obligatory if the desert chemical plants are to be included in the year's list of excursions.

On the other hand one must not overrate the value of such inspection trips. Due to the short time allotted, and the rigid secrecy which envelops many plants where patented processes are being carried out, the student cannot obtain an intimate understanding of the details. A more prolonged stay at the works, either as laboratory assistant or plant workman, would furnish opportunity for a more complete study.

Notwithstanding, as an aid to motion picture or stereopticon presentation, as a stimulus to the imagination, as an incentive for further study, as a means whereby the student's perspective is broadened, the excursion offers exceptional opportunities, particularly where fundamental laws and theories are stressed first, and descriptive material is to follow.

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MISS BERTHA OLIVER, chairman of the committee on professional advancement of the Superintendent's Advisory Council, Los Angeles City, reports substantial progress in the committee campaign for sabbatical leave. She states that the Los Angeles Board of Education is now unanimously in favor of automatic salary rating being given to teachers who are out on leave for travel or study.

She also reports that New York City employs this year 34,342 teachers and supervisors.

947 teachers and supervisors were recommended for sabbatical leave, for 1930 spring and summer travel-study-tours. She calls attention to three facts—

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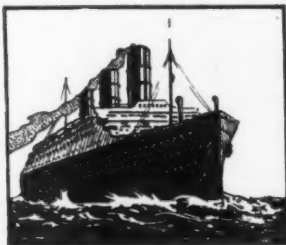
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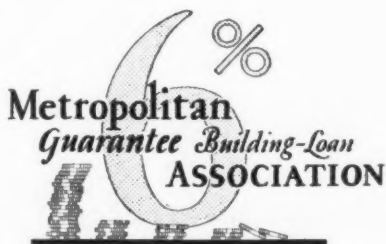
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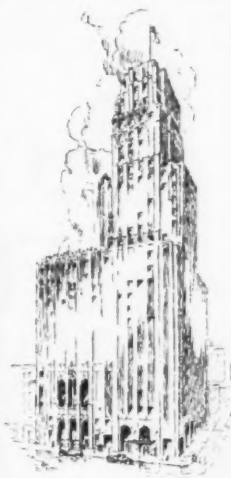
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Sierra Educational News

Official Publication of California Teachers Association

JOSEPH MARR GWINN.....President
ROY W. CLOUD.....State Executive Secretary

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Placement Service for C. T. A. Members

F. L. Thurston

Earl G. Gridley

CALIFORNIA Teachers Association maintains a placement service for the benefit of school boards, superintendents, and other employing officers who are seeking qualified teachers, and for members of the Association. Each year hundreds of members are placed. Members are entitled to register (without charge) for placement. Earl G. Gridley, secretary of the C. T. A. Bay Section, is manager of the Berkeley office, 2163 Center Street; phone THornwall 5600.

Placement Bureau of the C. T. A. Southern Section is under the direction of F. L. Thurston, manager of the bureau and executive secretary of the Southern Section. Teachers interested in Southern California placement should register in the NEW Los Angeles Offices—307 California Reserve Building, Fourth and Spring Streets; phone TRinity 1558. C. T. A. placement is a professional service.



Across horizons where rose the seven cities of Cibola

Was it only a prank of the western sun . . . the fleeting silhouette men thought they saw of cities of turquoise, pearl and gold? Was it only a prank or was it prophecy . . . that flashed to gold the cold steel helmets of Coronado's soldiers of Spain when they searched for the fabulous cities of Cibola . . .

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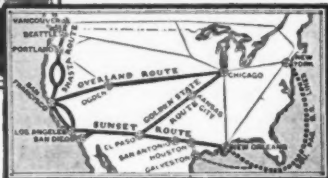
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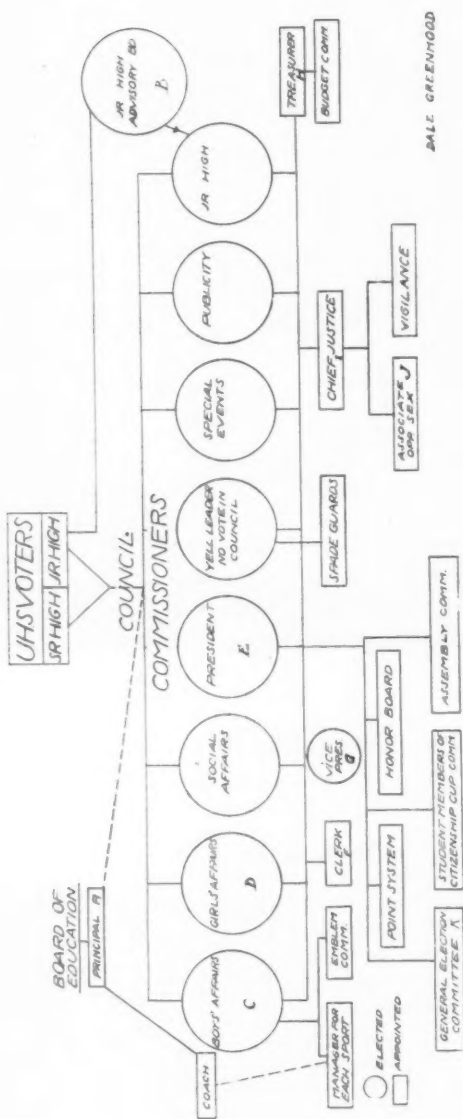
To a California Redwood

*Written by J. B. Barato, when a college student of seventeen;
contributed by Mrs. Lillian Fahrney, a former teacher, Berkeley.*

I DREAM, O towering spire by Nature wrought,
Here, while I mark thee pierce the azure sheen!
Dim, silent centuries deigned thee not a thought
This velvet robe unnoted, clustering green,
These glistening, jet-black caverns lightning struck!
Majestic guardian of a rich domain!
The fangs of furies scar thee still, they pluck
Thy nursling brook, thy mossy bed profane,
Ages ago, thy mighty arms were maimed!
Strangers from lands far-off now christen thee;
They bring their art and glittering names far-famed;
Thou smilest at the tribute: thou art free!
Free as thine ancient playmates, Air and Sea!

A High School Student Body Organization

The University High School, Oakland



- A. All powers are delegated by the principal "to the students and are exercised subject to his approval."
- B. "The power to remove officers from office is retained by the principal." (Constitution, Article III.)
- C. This board consists of a boy and a girl from each junior high class.
- D. Ex-officio president of Girls' League.
- E. Ex-officio president of Boys' League.
- F. President is ex-officio member of all committees except the citizenship cup committee.
- G. Clerk is not a commissioner and has no vote in the council.
- H. A vice-president is elected by the council from its own membership.
- I. The treasurer serves one year, has no vote in the council, and is appointed by the new and retiring councils. The budget committee consists of the student body president, the treasurer, and the latter's faculty adviser.
- J. The chief justice is appointed by the council, but has no vote in the council.
- K. The associate justice is of opposite sex from the chief justice, and is appointed by the latter, subject to the approval of the council.
- L. The election committee is appointed from students enrolled in civics classes.
- M. For further information see the University High School Handbook, Clinton C. Conrad, Chairman.

Biology in California Grammar Schools

VESTA HOLT, *Department of Biology*
Chico State Teachers College

LIKE a cool sea-breeze on a warm day was the refreshing effect of our visit to the science classes in the Lodi Grammar Schools. We had only a few hours but how we wished that we might stay and be scientists with these enthusiastic children!

The science hour for them was a time of exploration into alluring realms and an opportunity to tell of the discoveries which they had made outside of school hours.

One of the delightful things we noticed was the scientific state of mind which pervaded the classroom and extended the investigations of the children over their waking hours. Their laboratory had no bounds; it embraced the whole countryside.

Just what are they doing at Lodi? According to Superintendent W. E. Wiley they are attempting to establish a scientific attitude of observation, experimentation, and research.

The aims of their work are as follows:

1. To train children to observe.

We had a number of excellent demonstrations of the accomplishment of this aim. A fourth-grade boy was preparing a box for mounting an insect which he said was either a moth or a butterfly. We asked him the difference. He did not know and asked another boy, Howard, who was nearby. Howard replied that he did not know but he thought he could find out. He went to the museum case and got out several boxes containing butterflies and moths. They compared them and pointed out the knobs on the antennae of the butterflies, and the difference in body shape. Then Howard got a National Geographic, with pictures of these insects, and after examining them he announced, "And these show the same things, too."

A little girl brought in some cocoons saying that she thought they were the cocoons of the cabbage butterfly since she had found them in a cabbage patch and that there were a lot of these butterflies flying around. As a matter of fact her assumption was wrong but she had a good working hypothesis which she could check by further observation.

2. To teach children that certain functions are common to all living things and that plants and animals

are adapted in different ways to carry on these functions.

3. To show that certain factors are necessary in the environment of plants and animals.

The boys and girls in a high sixth which we visited were getting a beautiful demonstration of this point. Their newly-installed aquarium, with fish of several kinds, was constantly providing problems in environment. They had to oxygenate the water; they had to determine the food necessary to each kind of organism in the tank. They soon discovered what forms could live together and which could not; which stayed near the surface and which preferred the dark.

4. To acquaint children with plants and animals common to the region.

5. To bring out the following points through the work:

Adaptations of plants and animals to their environment.

Conservation of plants and animals.

Inter-relationships of plants and animals.

Relationships of plants and animals studied, to our welfare.

Conservation: We were amused when Miss Sumner, the biology teacher, was called to account by the class for having a stuffed flicker in her possession. She has very carefully preserved all bird skins which have been brought to her and shows promise of becoming a real taxidermist. She was using some of these specimens to demonstrate adaptations such as the two-toe arrangement of toes on woodpeckers. The question of protected birds caused considerable dis-



Biology means a kindly knowledge and appreciation of life and the glorious out-of-doors



A field excursion for bird study—a happy adventure and real training

cussion. The class seemed much relieved to know that she held a collector's permit and that it was perfectly all right for her to have these skins.

6. *To make a program with a definite sequence and a transition from one subject to another and from work of one class to that of another, with as little repetition as possible of subject-matter.*

7. *To stimulate interest by certain outside activities such as: Audubon society; Field trips (after school, all day Saturday trips); Museum; Individual collections; Reports and topics; Lectures and films; Bulletin boards.*

At present Miss Sumner has 613 children, ranging from the fourth through the seventh grade, in four schools in different parts of the city. The work is taught in the regular classrooms. She meets the lower grades for 30 minutes and the upper grades for 40 minutes twice a week.

No textbooks whatever are used except in the physiology work. Nature in the environment of the child provides her own texts and happy are those who can read them. That is what these children are learning to do. They keep their own notebooks of what they see and discover. We were particularly surprised to see children in

the sixth grades taking notes purely on their own volition on specimens which were passed around.

The interests of the children are followed in the choice of projects for study as far as possible. Little equipment is needed as the children themselves provide or make the apparatus needed in their experiments.

COMMITTEES for group work are used extensively, especially in the upper grades. For example, the high sixth of one school was studying insects. One of the girls brought in a jar of water containing mosquito wrigglers and generously offered to bring more saying that she had plenty in her back-yard. From this followed a discussion of the methods of destroying mosquitoes.

A mosquito committee was formed to obtain some mosquito fish. They not only got some mosquito fish, but they found that one of the local stores was selling out and would let them have a large aquarium tank containing fish for \$5. The class decided to buy the tank and collect perch, catfish, mosquito fish, tadpoles and dragonfly larvae.

Some interesting information has been acquired as to the feeding habits of the various specimens. For example, the man providing the mosquito fish had told the boys that these fish would not eat anything but liver. They put a variety of food in the tank for the other inhabitants and found that the mosquito fish would eat anything from cracker crumbs to worms.

There are 380 members of the Junior Audubon Society this year. Each teacher with 25 or more members in her class club receives Bird Lore Magazine, which is kept in the classroom library for the use of the pupils. Our plan this year is to have one meeting a month at each



Junior Audubon Society members, Needham School, Lodi. The children are displaying colored paintings of California native birds.



Aquarium in sixth grade (Needham School, H6, Lodi) with the committee in charge

school with moving pictures, lantern slides, or other means of entertainment. Field trips after school will also be included in the club program.

Each school has a museum. All material brought in by the children which can be utilized is put in the museum. The bird nests, insects, eggs, etc., are mounted in cardboard boxes with glass covers fastened in with glue and on the outside by tape. This is an inexpensive way of mounting specimens since the children bring the glass, the local stores donate the boxes, making the tape and cotton the only articles to be purchased.

The School Museum

The mounting is done entirely by the children and is volunteer work after school hours. They have up to this time about 70 boxes of these specimens. The boxes run in size from spool boxes to shoe boxes. The shells and minerals are mounted in plaster of paris casts. A mineral set was obtained from the Bureau of Mines in San Francisco. It consists of 45 kinds of minerals with printed cards of description.

There are two types of collections in the museum—those things which have been donated by pupils or by others interested in the school, and a loan collection which is to be returned at the end of the school year. The museums contain 15 or more specimens of stuffed birds.

MISS SUMNER attempts to take each class out on an all-day field-trip each year. Last year 11 out of the 19 classes took trips. The plan of the trip is to go on a Saturday, leaving the school at 8:30 a. m. and returning to town about 4:30 p. m. The children take lunch, boxes for collecting, and pencil and paper.

Destination is the Mokelumne River, about two miles from town, where there are sandy beaches and "jungles" of wild grape vines, willow, buckeye, etc. The purpose of the trips is to arouse interest in first-hand knowledge of

nature and to study the forms of plant and animal life present in the regions. They have identified as many as 17 different kinds of birds on a single trip.

The number taking the trip averages 35. The largest number on any trip was 46. From the notes obtained on these trips and on the afternoon trips taken in the orchards and vineyards near school, combined with notes on birds reported in class, they are making a check list of the birds of the region, recording dates of arrival in the fall and as nearly as

possible the length of stay. One of the immediately practical values of this biology work is scientific background which it furnishes for health work. After three years of observation and study of living things, the child approaches his study of human physiology with a sympathetic understanding. Hygiene becomes vitalized.

The child is in a state of mind to gain an appreciative, scientific comprehension of his own mechanism and its operation which is indispensable if he is to successfully direct the operation of that mechanism. Nowhere have I seen more effective health work being conducted than in the Lodi schools and this is due in large measure to the attitude created by their science work.

Mr. Wiley is enthusiastic in his estimate of the value of biology in the grades. It is no longer an experiment. It carries with it the inspiration and thrill of the research worker. This spirit instilled into the child, links up his school and his outside environment in a way nothing else has been able to do.

The hearty support and co-operation of the regular teachers in the schools and the interest on the part of the parents indicate the local recognition of its value.

* * *

ALL those interested in **geography** in or out of the schools from kindergarten, elementary, junior high, senior high, college, or administrative office please send your name, address and 50 cents (for postage on notices, etc.) to the **California Geography Council** affiliated with the California Teachers Association and National Council of Geography Teachers.

More activities are planned for 1930, but it will be necessary to have the mailing list correct in order that those interested may be informed as to when, where, and what. One of the things in prospect is **a trip to Death Valley**. Be on the list so that you may know of, and join in on the things of interest to you. Write at once to **Jehiel S. Davis**, President, 14253 Gilmore Street, Van Nuys.

College of the Pacific: 1930

BERNIECE FIOLA, *Alumni Secretary, Stockton*

COLLEGE of the Pacific has been growing in every department since it was re-located in 1924 in Stockton. Especially is this true of the department of education. President Tully C. Knoles of the College states that Pacific has trained and placed a gratifyingly large number of teachers throughout California. This he attributes to the fact that Dr. J. W. Harris, dean of the School of Education, occupies a high place in the estimation of the educators of California.

The number of recommendations for the elementary, junior high school, secondary, and special credentials has increased noticeably each year. Marion O. Pease, a specialist in elementary education, recently has been appointed to direct the preparation of students for elementary teaching. During the 1930 summer session, Mrs. Pease will have charge of a demonstration school in the latest approved methods for teaching various types of children in the elementary grades.

Teacher Training

Late afternoon and evening classes are enabling many teachers to work toward college degrees or special credentials without taking time from their regular duties. These classes attract teachers within a radius of 50 miles.

Summer sessions were started in 1926. They have grown steadily and have attracted more and more ambitious teachers each year. A successful feature of last year's session which will be repeated this summer is the Spanish language school. One of the large sorority houses on the campus is set apart as a place where nothing but Spanish can be spoken. Conversation must thus be carried on in Spanish, not only in the classroom but during meals, the social hour, and at all times when those enrolled in the school meet.

Pacific's fourth annual European summer tour will be conducted by President and Mrs. Knoles. They will be assisted by Grace Ward, professor of art, and Dr. Arthur Bonner, educational counselor. The itinerary includes eight countries, the

(Continued on Page 64)

HAIL, PACIFIC HAIL

Words and Music By Lois Warner, '23

From o'er the rugged mountains Standing high— From
Long may her flaming torch— Give out its light— Long

out the broad, low valleys 'Neath the sky— Our
may her spir - it guide us In— the right— To

Al-ma Mat-er calls— We can-not fail— Our
her we pledge our hearts— We dare not fail— To

voices blend in praise— Pa-ci-fic Hail! Pa-ci-fic Hail!
her we raise our song— Pa-ci-fic Hail! Pa-ci-fic Hail!

Sv Sv Sv R

California Teachers Association: Council

State Council of Education—Personnel: 1930

Where two addresses are given, the first is the business or school address, and the second is the home or residence address.

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- David E. Martin.....County Superintendent, Hall of Records, **Oakland**; 5216 Manila Avenue.
- Mary F. Mooney.....Supervisor of texts and libraries, **San Francisco** Public Schools, 843 Ellis Street; 360 Hyde Street.
- Edgar E. Muller.....Principal, Westlake Junior High School, **Oakland**; 3909 Linwood Avenue.
- Walter C. Nolan.....Deputy Superintendent, City Hall, **San Francisco**; 571 Fourth Avenue.
- William G. Paden.....Superintendent, Room 9, City Hall, **Alameda**; 1716 Santa Clara Avenue.
- Bruce H. Painter.....City Superintendent, High School, **Petaluma**; 314 Howard Street.
- Edith E. Pence.....Teacher, Galileo High School, **San Francisco**; 144 Cole Street.
- Thaddeus H. Rhodes.....Principal, Francisco Junior High School, **San Francisco**; 5668 Oak Grove Avenue, **Oakland**.
- Lewis W. Smith.....City Superintendent, 2325 Milvia Street, **Berkeley**; 661 Santa Barbara Road.
- Dan H. White.....County Superintendent, **Fairfield**.
- Will E. Wiley.....District Superintendent, Needham School, **Lodi**; 212 West Lodi Avenue.
- John R. Williams.....Principal, El Dorado School, **Stockton**; 648 W. Rose Street.
- Mabelle Wilson.....Teacher, **Berkeley** High School; 820 Contra Costa Avenue.
- Helen A. Winchester.....Westlake Junior High School, **Oakland**; 562 Rosal Avenue.

CENTRAL SECTION

- May R. McCardle.....Teacher, **Fresno** High School; Route 1, Box 16.
Section President
- Louis P. Linn.....Principal, Washington Union High School, Route 6, Box 100, **Fresno**;
Section Secretary 3644 Platt Avenue.
- S. J. Brainerd.....Superintendent, **Tulare**; Tulare Union High School; 358 S. H Street.
- Lawrence E. Chenoweth.....Superintendent, Administration Bldg., **Bakersfield**; 219 Eureka Street.
- Clarence W. Edwards.....County Superintendent, 253 Holland Building, **Fresno**; 722 Peralta Way.
- C. L. Geer.....District Superintendent, **Coalinga**.
- J. F. Graham.....Principal, **Lemoore** Union High School.
- Herbert L. Healy.....County Superintendent, Drawer 152, **Bakersfield**; 2129 17th Street.
- O. S. Hubbard.....Superintendent, 2425 Fresno Street, **Fresno**; 3736 Kerckhoff Avenue.
- DeWitt Montgomery.....City Superintendent, Box H, **Visalia**; 1000 West Center Street.
- Lewis C. Thompson.....Vice-Principal, Union High School, **Madera**; 510 East 6th Street.
- C. S. Weaver.....County Superintendent, **Merced**; R. F. D. 3, Box 32.

CENTRAL COAST SECTION

- Edna H. Young.....County Superintendent, Court House, **Santa Cruz**; 92 Ocean Street.
Section President
- T. S. MacQuiddy.....District Superintendent, Principal, High School, **Watsonville**; 420 Palm
Section Secretary Avenue.
- Robert L. Bird.....County Superintendent, P. O. Drawer 730, **San Luis Obispo**.
- Mrs. Catherine Gray
Hooton.....County Superintendent, Court House, **Hollister**; Hooton's Auto Camp.
- Arthur Walter.....City Superintendent, **Salinas**; 209 California Street.

SOUTHERN SECTION

- F. A. Henderson.....City Superintendent, **Burbank**; 1070 Harvard Road.
Section President
- Fred L. Thurston.....307 California Reserve Building, **Los Angeles**; 126 N. Meredith Ave-
Section Secretary nue, Pasadena.
- Mrs. Rhea E. Allen.....Kindergarten Director, Olive and Wardlow Road, **Los Angeles**; 2121
Locust Avenue.
- W. D. Bannister.....Principal, **Oxnard** Union High School, P. O. Box H-1; 429 Magnolia
Avenue.
- George E. Bettinger.....Principal, High School, **Alhambra**; 30 S. Curtis Street.
- Arnold A. Bowhay, Jr.....Principal, Union High School and Junior College, 901 South Broadway.
Santa Maria; 823 South Lincoln Street.
- Clarence R. Briggs.....Teacher, 602 South Soto Street, **Los Angeles**; 3912 Carolina Street,
San Pedro.
- C. L. Broadwater.....District Superintendent, High School Principal, 640 Main Street,
El Segundo; 610 East Mariposa Avenue.
- George C. Bush.....Superintendent, **South Pasadena**, 1327 Diamond Avenue; 1700 Ramona
Avenue.
- Anna Davis Clark.....Teacher, 95th Street School, **Los Angeles**; 607 N. Alexandria Avenue.
- Emmett Clark.....City Superintendent, High School, **Pomona**; 572 San Francisco Avenue.
- A. R. Clifton.....District Superintendent, High School, **Monrovia**; 133 N. Myrtle Avenue.
- H. G. Clement.....Superintendent, **Redlands**; 250 Buena Vista Street.
- Cornelius B. Collins.....Principal, **Holtville** Union High School, Drawer W.
- Beulah B. Coward.....Assistant Supervisor, nature study, 320 E. Walnut Street, **Pasadena**;
607 Mound Avenue, South Pasadena.
- J. A. Cranston.....Superintendent, **Santa Ana**, 119 Church Street; 305 Cypress Avenue.
- William P. Dunlevy.....Head, mathematics department, **San Diego** High School; 2924 Ash Street.
- B. F. Enyeart.....Principal, Senior High School, **Burbank**; 218 Fairmount Road.
- Noel H. Garrison.....Vice-Principal, Polytechnic Special Day and Evening School, 400 West
Washington Street, **Los Angeles**; 1202 Formosa Avenue, Hollywood.
- Hugh M. Gilmore.....Instructor in social sciences, Fairfax High School, **Hollywood**;
920 North Vista Street.
- Arthur Gould.....Assistant Superintendent, 720 Chamber of Commerce Building,
Los Angeles; 5115 Pasadena Avenue.
- Gladys B. Grabill.....Teacher, 501 North Van Ness Avenue, **Los Angeles**; 1515 Arapahoe
Street.
- George M. Green.....Superintendent and Principal, **Inglewood** Union High School District;
730 East Commercial Street.
- Helen H. S. Greene.....Teacher, **Covina**; 418 Jefferson Avenue, Pomona.
- Ella C. Hickman.....Elementary Teacher, Atwater Avenue School, **Glendale**; 1100 Tyler
Street.
- Isabella H. Hilditch.....Girls Vice-Principal, Sweetwater Union High School, **National City**;
724 B Avenue.
- H. H. Hoffman.....Principal, Union High School, **Lone Pine**.
- Will H. Hoist.....Registrar, Hollenbeck Junior High School, 602 South Soto Street,
Los Angeles; 738 North Olive Avenue, Burbank.
- C. Ray Holbrook.....City Superintendent, 8th and F Streets, **San Bernardino**; 3343 Arrow-
head Avenue.
- Osman R. Hull.....Professor, University of Southern California, 3551 University Avenue,
Los Angeles; 5261 College View Avenue.
- Christine A. Jacobsen.....Teacher, 37th Street School, **Los Angeles**; 1320 W. 41st Place.
- Charles L. Johns.....City Superintendent, 2880 East Irvington Avenue, **Huntington Park**;
7004 Marconi Street.
- Mrs. Eugenia West Jones.....Kindergarten Director, First Street School, **Los Angeles**; 318 S. Benton
Way.
- Grace Laughlin.....Teacher, Cheremoya Avenue School, **Hollywood**; 5428½ Carlton Way.

- Gertrude Leland.....Kindergarten Director, Magnolia Avenue School, **Los Angeles**; 1457 Scott Avenue.
- Mrs. Hortense A. MacKeever.....Teacher, 3317 Bellevue Avenue, **Los Angeles**; 325½ North Vermont Avenue.
- Gertrude Mallory.....Teacher, Franklin High School, **Los Angeles**; 443 N. Avenue 56.
- F. F. Martin.....City Superintendent, 1333 6th Street, **Santa Monica**; 555 10th Street.
- R. P. Mitchell.....County Superintendent, Hall of Records, **Santa Ana**; 716 E. 5th Street.
- Harry J. Moore.....Vice-Principal, Polytechnic High School, **Long Beach**; 2114 Lime Avenue.
- George U. Moyse.....Principal of High School and Junior College, 1440 E. Broadway, **Glendale**; 322 E. Harvard.
- Ruth Newby.....Kindergarten Teacher, George Washington School, **Pasadena**; 527 E. Washington Street.
- J. P. O'Mara.....Dean of Men, **Pasadena** Junior College; 1724 Rose Villa Street.
- Oliver P. Palstine.....Teacher, Hamilton Junior High School, **Long Beach**; 528 Saint Louis Avenue.
- Mrs. Georgia B. Parsons.....Teacher, Vine Street School, **Los Angeles**; 1332 South Hope Street.
- S. M. Partridge.....Teacher, Central Junior High School, 415 North Hill Street, **Los Angeles**; 1333 Ingraham Street.
- Helen Sue Read.....Teacher, Kern Avenue School, **Los Angeles**; 345 Waldo Avenue, **Pasadena**.
- A. H. Riddell.....Principal, Florence School, **San Diego**; 3720 Pershing Avenue.
- Claude W. Sandifur.....Principal, **North Hollywood** High School; 11740 Hartsook Drive.
- George W. Scott.....District Superintendent, **Blythe**.
- Harold F. Seal.....Teacher, Junior College, **Long Beach**; 2117 Olive Avenue.
- Albert M. Shaw.....Teacher, Hollenbeck Junior High School, 602 S. Soto Street, **Los Angeles**; 2833 Estara Avenue.
- George C. Sherwood.....District Superintendent, Intermediate School Building, **Orange**; 640 East Palmyra Avenue.
- E. E. Smith.....County Superintendent, **Riverside**.
- Xenia Steinberg.....Teacher, 37th Street School, **Los Angeles**; 2716 S. Western Avenue.
- Mrs. Kathleen H. Stevens.....Teacher, 1942 E. Second Street, **Los Angeles**; 145 Loma Drive.
- Paul E. Stewart.....Superintendent, 1235 Chapala Street, **Santa Barbara**; 515 E. Arrellaga Street.
- K. L. Stockton.....Supervising Principal, **Huntington Park** Union High School; 6923 Marconi Street.
- Robert A. Thompson.....Principal, John Burroughs Junior High School, 600 S. McCadden Place, **Los Angeles**; 814 Brent Avenue, South **Pasadena**.
- Edyth Thomas.....Teacher, 139 South Union Avenue, **Los Angeles**; 106 N. Benton Way.
- H. S. Upjohn.....County Superintendent, 411 Thorpe Building, **Los Angeles**; 2020 S. Fremont Street, South **Pasadena**.
- Albert F. Vandegrift.....Head, department of mathematics, Belmont High School, **Los Angeles**; 143 N. Coronado Street.
- John H. Waldron.....District Superintendent, Roosevelt School, **Colton**; 192 West C Street.
- Richardson D. White.....City Superintendent, 107½ S. Brand Boulevard, **Glendale**; 1216 E. Maple Street.

SPECIAL MEMBERS

- Roy W. Cloud.....State Executive Secretary, 508 Sheldon Building, **San Francisco**.
- Vierling Kersey.....State Superintendent of Public Instruction, **Sacramento**.
- Edward L. Hardy.....President, State Teachers College, **San Diego**; 3528 First Street. Representing the California State Teachers Colleges.
- Lavinia McMurdo.....Teacher, John Muir School, **San Francisco**; 116 Frederick Street. Representing the California Kindergarten-Primary Association.

Committees of the California Council of Education

California Teachers Association

EACH Committee shall study and report to the Council upon all matters referred to it by the Council and shall also recommend to the Council such other matters within the scope of the activity of the committee as it may deem advisable.

1. Legislative

(Includes all matters relating to legislation.)

J. M. Gwinn, Chairman	San Francisco
George C. Bush.....	South Pasadena
A. J. Cloud.....	San Francisco
Sam H. Cohn.....	Sacramento
William P. Dunlevy.....	San Diego
R. W. Everett.....	Sacramento
Willard E. Givens.....	Oakland
Arthur Gould.....	Los Angeles
Joseph E. Hancock.....	San Jose
Herbert L. Healy.....	Bakersfield
Walter T. Helms.....	Richmond
Vierling Kersey.....	Sacramento
Louis P. Linn.....	Fresno
F. F. Martin.....	Santa Monica
J. P. O'Mara.....	Pasadena
Paul E. Stewart.....	Santa Barbara
H. S. Upjohn.....	Los Angeles
Arthur Walter.....	Salinas
Richardson D. White.....	Glendale

2. Financing Public Education

(Includes ways and means for securing, apportioning and expending school funds and moneys.)

Willard E. Givens, Chairman	Oakland
Robert L. Bird.....	San Luis Obispo
J. H. Bradley.....	Modesto
Hugh M. Gilmore.....	Los Angeles
Lena Guidery.....	Eureka
William H. Hanlon.....	Martinez
C. Ray Holbrook.....	San Bernardino
Eva Holmes.....	Napa
Grace Laughlin.....	Los Angeles
DeWitt Montgomery.....	Visalia
William G. Paden.....	Alameda
O. P. Palestine.....	Long Beach
C. L. Phelps.....	Santa Barbara
E. H. Staffelbach.....	San Jose
Fletcher Harper Swift.....	Berkeley
Chester D. Winship.....	Yuba City
Bruce Zimmerman.....	Berkeley

3. Curriculum

(Deals with problems relating to the curriculum in any unit of public school organization.)

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Pansy J. Abbott.....	Redwood City
L. E. Adams.....	Burlingame
J. C. Almack.....	Stanford University

Charles H. Camper.....	Chico
L. E. Chenoweth.....	Bakersfield
Emmett Clark.....	Pomona
C. W. Edwards.....	Fresno
Mrs. Hortense A. MacKeever.....	Los Angeles
T. S. MacQuiddy.....	Watsonville
George U. Moyse.....	Glendale
J. R. Overturf.....	Sacramento
Lewis W. Smith.....	Berkeley

4. Retirement and Annuities

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J. F. Graham.....	Lemoore
Mrs. Minnie M. Gray.....	Yuba City
Mrs. Catherine G. Hooton.....	Hollister
E. W. Kottinger.....	Oakland
Gertrude Leland.....	Los Angeles
Jane A. Maxwell.....	Los Angeles
May R. McCardle.....	Fresno
E. E. Muller.....	Oakland
Edith Pence.....	San Francisco
Albert M. Shaw.....	Los Angeles
Mrs. Margaretta Thornton.....	Los Angeles

5. Tenure

R. W. Everett, Chairman	Sacramento
Pansy J. Abbott.....	Redwood City
Anna D. Clark.....	Los Angeles
Beulah B. Coward.....	Pasadena
John A. Cranston.....	Santa Ana
Helen H. S. Greene.....	Covina
Thaddeus H. Rhodes.....	San Francisco
Claude W. Sandifur.....	Los Angeles
George C. Sherwood.....	Orange
K. L. Stockton.....	Huntington Park

6. Placement

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Charles L. Johns.....	Huntington Park
Walter C. Nolan.....	San Francisco
George W. Scott.....	Blythe
F. L. Thurston.....	Los Angeles
Mabelle Wilson.....	Berkeley

7. Leaves of Absence

Albert M. Shaw, Chairman	Los Angeles
William P. Dunlevy.....	San Diego
Vera Franklin.....	San Francisco
Grace Laughlin.....	Los Angeles
Bertha Oliver.....	Los Angeles
Thaddeus H. Rhodes.....	San Francisco
Helen Sue Read.....	Los Angeles
John R. Williams.....	Stockton

8. Insurance, Loan Funds, Teachers' Homes

F. L. Thurston, Chairman	Los Angeles
Robert L. Bird.....	San Luis Obispo
Henry G. Clement.....	Redlands
Beulah B. Coward.....	Pasadena

Mabel R. Ellis.....	San Francisco
Ella C. Hickman.....	Los Angeles
J. F. Graham.....	Lemoore
George M. Green.....	Inglewood

9. Teachers' Salaries

A. S. Colton, Chairman	Oakland
Mrs. Catherine G. Hooton.....	Hollister
C. L. Johns.....	Huntington Park
Mrs. Vivian L. Long.....	Quincy
Edna Maguire.....	Mill Valley
S. M. Partridge.....	Los Angeles
E. E. Smith.....	Riverside
C. S. Weaver.....	Merced
Dan H. White.....	Fairfield

10. Teachers' Service

(This will include teachers health, teacher load, and extra-curricular activities.)

Christine Jacobsen, Chairman	Los Angeles
Mrs. Annie R. Babcock.....	Willits
Ernest P. Branson.....	Long Beach
Gladys B. Grabill.....	Los Angeles
Frank A. Henderson.....	Burbank
Will Henry Hoist.....	Los Angeles
Nenia Steinberg.....	Los Angeles

COMMITTEES from 4 to 10, inclusive, all deal with teacher welfare. As there is need the chairman of these six committees shall constitute a general and co-ordinating committee on teacher welfare.

11. Relations with Lay Organizations

A. J. Cloud, Chairman	San Francisco
W. D. Bannister.....	Oxnard
Mrs. R. L. Cardiff.....	Santa Cruz
Edward I. Cook.....	Sacramento
W. P. Cramsie.....	San Jose
Mrs. Paul Eliel.....	Berkeley
B. F. Enyeart.....	Burbank
Hugh M. Gilmore.....	Los Angeles
Ruth Newby.....	Pasadena
Mrs. Georgia B. Parsons.....	Los Angeles

12. Relations with Educational Organizations

(Deals with relations with affiliated educational organizations, National Education Association, World Federation of Education Associations.)

Albert F. Vandegrift, Chairman	Los Angeles
L. P. Farris.....	Oakland
Willard E. Givens.....	Oakland
O. S. Hubbard.....	Fresno
Robert A. Thompson.....	Los Angeles

13. Textbooks, Supplementary Books, and Libraries

Arthur Gould, Chairman	Los Angeles
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W. F. Ewing.....	Oakland
R. E. Golway.....	Sacramento
Frank A. Henderson.....	Burbank
Gertrude Mallory.....	Los Angeles
May R. McCardle.....	Fresno
Mary F. Mooney.....	San Francisco
Harry J. Moore.....	Long Beach

Bruce Painter	Petaluma
A. H. Riddell.....	San Diego
L. C. Thompson.....	Madera

(14) Radio, Moving Picture and Visual Aids, Auxiliary Agencies

Mary F. Mooney, Chairman	San Francisco
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Ella C. Hickman.....	Los Angeles
Isabella Hilditch.....	National City
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L. C. Thompson.....	Madera
John R. Williams.....	Stockton
Mabelle Wilson.....	Berkeley

15. School Buildings and Equipment

Walter L. Bachrodt, Chairman	San Jose
George Albee.....	Eureka
Charles C. Hughes.....	Sacramento

16. Administrative Units of Education

A. R. Clifton, Chairman	Monrovia
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C. L. Broadwater.....	El Segundo
Cornelius B. Collins.....	Holtville
Harvey L. Eby.....	Los Angeles
A. G. Elmore.....	Modesto
Roy Good.....	Fort Bragg
Eva Holmes.....	Napa
David E. Martin.....	Oakland
R. P. Mitchell.....	Orange
E. H. Staffelbach.....	San Jose
K. L. Stockton.....	Huntington Park

(17) Research, Statistics and Reports

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George E. Bettinger.....	Alhambra
Ernest P. Branson.....	Long Beach
Virgil Dickson.....	Berkeley
George Jensen.....	Sacramento
Walter E. Morgan.....	Sacramento
E. H. Staffelbach.....	San Jose

(18) Education of the Handicapped Child

A. H. Riddell, Chairman	San Diego
George Albee.....	Eureka
H. H. Hoffman.....	Lone Pine
O. S. Hubbard.....	Fresno
Charles C. Hughes.....	Sacramento
George W. Scott.....	Blythe
Edna H. Young.....	Santa Cruz

(19) Adult and Parental Education

S. J. Brainerd, Chairman	Tulare
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C. L. Geer.....	Coalinga
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(20) Special Day and Evening Schools

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(21) Kindergarten Primary Schools

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Lavinia McMurdo.....	San Francisco
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(22) Professional Standards and Growth of Teachers

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(23) Certification

George C. Bush, Chairman.....	South Pasadena
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(24) High School, Junior College and University Relations

William G. Paden, Chairman.....	Alameda
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Noel H. Garrison.....	Los Angeles
Robert R. Hartzell.....	Red Bluff
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Harold F. Seal.....	Long Beach
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Curtis E. Warren.....	Marysville

(25) New Activities

E. E. Muller, Chairman.....	Oakland
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Cornelius B. Collins.....	Holtville
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Will E. Wiley.....	Lodi

(26) Institutes, Conventions and Programs

T. S. MacQuiddy, Chairman.....	Watsonville
Mrs. Annie R. Babcock.....	Willits
Bernice Baxter.....	Oakland
Charles H. Camper.....	Chico
Earl G. Gridley.....	Berkeley
Mrs. Viola Kelley.....	San Francisco
Mrs. Hortense A. MacKeever.....	Los Angeles
F. L. Thurston.....	Los Angeles
H. S. Upjohn.....	Los Angeles

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Denizens of the Mountains by Edmund C. Jaeger is an illustrated account of typical Western birds and animals. Professor Jaeger, of Riverside Junior College, is already known as the author of "Mountain Trees of Southern California" and "Denizens of the Desert". The publisher of this attractive nature book (180 pages) is **Charles C. Thomas**, 300 East Monroe Street, Springfield, Illinois; \$2.00.

The Handicapped Child

MARIFETTA VINSON

California School for the Deaf, Berkeley

THE Section of the Physically-Handicapped Child (C. T. A. Bay Section) was organized in 1927. Its organization was promoted by Ethel Hilliard, Gough School for the Deaf, San Francisco, and Mary Millea, Santa Fe School for the Deaf, Oakland. It is composed of the teachers of the deaf, hard-of-hearing, blind, semi-sighted, speech correction, and health classes of various types. The purpose of the section is to promote special education; particularly that of the physically-handicapped child.

A section meeting was held at Westlake Junior High School, Oakland, in December. Vierling Kersey, State Superintendent of Public Instruction, gave the leading address, on "What the State is doing educationally and financially for the physically-handicapped child". He stated that the state is creating an attitude toward special education, with the ultimate object of bringing special education to every child in the state who needs it.

After Mr. Kersey's address, the section separated into four groups for round-table discussions. Elwood A. Stevenson, chief of the bureau of education for the deaf, was discussion leader for the group representing the deaf and hard-of-hearing.

Ethel Hilliard discussed "A better understanding between the State School and special classes—oral day schools—for the deaf." She enumerated the advantages which the state school has over the day schools and vice versa. She stated that misunderstandings are caused largely by individuals; that differences are brought about principally as a result of the difference in methods used, the oral method and the manual method. She emphasized the need for thorough training for teachers of the deaf, and said that only a small percentage of oral teachers are good speech teachers. Putting aside personal feelings and working as a group were suggested as a means of bringing about a better understanding between the schools.

Bessie L. Kinney, San Francisco, read a paper on "The solution of the problem of the hard-of-hearing child". Mrs. Ruth McKinley, San Jose, presented "The practical problems of the deafened adult". She gave a comprehensive, sympathetic statement of the problems which she has met in teaching lip-reading to the deafened adult.

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MR. JAY E. PARTRIDGE, county superintendent, Oroville, reports that all the elementary schools of Butte County are enrolled 100 per cent in the C. T. A. for 1930.

California Public Schools Week

WALTER B. MUNSON

Assistant Superintendent of Schools, Fresno

IN Fresno Public Schools Week has been taken rather seriously for a number of years. At first the observance was confined largely to one evening meeting, which was addressed by some prominent speaker on some general educational topic. But few attended this meeting, and the benefits seemed negligible.

In recent years an effort has been made to get the whole community behind the observance to make it a success. The watchword has been "Visit Your School." For the past two years the week has been sponsored by the local chamber of commerce. Each city school has been given the responsibility of getting its patrons to visit at least once during the week.

Entire freedom as to methods has been permitted. Something of a contest spirit has been fostered by computing the percentage of visits. Twice the enrollment has been established as 100 per cent. Shields appropriately inscribed were presented last year to all schools which exceeded 60 per cent on this basis. Eight schools out of 27 won shields. The total of day visitors for the week was 6577; evening visitors 2955; making the grand total 9532, or 36 per cent based on an enrollment of 13,238.

Considerable care was exercised to eliminate duplications in the count so that these figures quite accurately indicate the number of adults who visited the schools. The number of day visitors doubled that of the previous year.

The success of the week was due to the spirit of co-operation developed under the leadership of the chamber of commerce committee. The local press, merchants association, churches, parent-teacher associations, fraternal organizations, and even the radio broadcasting station all co-operated to the fullest extent.

Immediately following this event an effort was made to evaluate what had been done. The principals of all the schools were asked to give the superintendent an evaluation of the week, including favorable reactions, criticisms and suggestions for improvement.

The following favorable reactions were noted:

1. Helps to keep parents and community generally up-to-date with the schools.
2. Tends to create an attitude of confidence and co-operation in the parents.
3. Gives parents information concerning methods and purposes of the modern schools.
4. Permits parents and teachers to become better acquainted, thus making possible a better understanding between them.

5. Motivates the work of the school in preparing for the week.

6. Teachers are brought closer together in working on a common problem.

7. Develops a bigger and better school spirit, both in the school and in the community.

8. Encourages the teachers in their efforts for their pupils.

9. Increases the pupils' appreciation of the importance of their opportunities in school.

SOME of the suggestions for improvement of the observance in the future are:

1. Increased emphasis upon day visits to the regular work of the school as opposed to evening entertainments and special features.

2. Efforts to spread visits beyond this special week.

3. Spread preparation for the week over a longer interval instead of crowding it into a few days.

4. If evening programs are to be held, let them come the week before Public Schools Week, and let them advertise the observance of that week.

5. Have schedules so arranged that parents may understand when and where to find different kinds of work.

6. Arrange for inter-school visitation, possibly the week following, by principals and to some extent by teachers.

7. One school held "open house" one afternoon of Public Schools Week. Pupils were sent home at the close of a minimum day not to return that afternoon unless they brought their parents. The teachers remained in their rooms until 6 o'clock and were able to meet parents and discuss the work with them without the interruptions of a class.

Many parents (noticeably **fathers**) were enabled to talk with teachers and see the work of their children because the school building was open after they were through with their work.

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Elementary School Principals

BAY Section of the California Elementary Principals Association held two sessions during the Bay Section C. T. A. Institute in Oakland.

The luncheon meeting was held at the Women's City Club. The two speakers were Dr. W. H. Kilpatrick of Columbia, on education for character, and State Superintendent Vierling Kersey on supervision. This was a joint session with the administrative women and directors and supervisors; 250 attendance.

The second session was held at the University High School. A general meeting was addressed by J. Cayce Morrison, assistant commissioner for elementary education, University of the State of New York on supervisory needs from the teachers viewpoint. The second half of the session was divided into conference groups.

The newly elected **officers for 1930** are: President, **James M. Bryan**, principal, Lincoln School, Alameda; vice-president, **Belle Abraham**, principal, Old Mill School, Mill Valley; treasurer, **Lloyd Bernard**, principal, Whittier School, Oakland; secretary, **Anne Halgh**, principal, Twin Peaks School, San Francisco; delegate to council, **Lucy Cotrel**, principal, Le Conte School, San Francisco. —Sarah L. Young, Secretary.

Are You a Professional Bathing Beauty?

LEONARD BOWMAN, *Principal*
McKinley School, Santa Barbara



HE water was cold and my strokes were awkward, but by the time I was half way out to the raft both had improved and all the shock of the first plunge had turned to real pleasure.

I was only a short distance out when I found myself to be alone and I turned to look back at the crowd. Only a few were swimming, a few more were playing in the shallow water, and most of the people were on the dry sand.

Many of those on the beach were wearing bathing suits and looked as if they could swim if they were to try. I tried to explain to myself why they were not swimming. Perhaps it was the discomfiture of getting used to the water that stopped them. Although they looked the part, many probably did not know how to swim.

Others perhaps thought that they did not have the time to make getting wet worth while. Some came only for a coat of tan that could have been had at home in their own back-yard. Others were present for the pleasant association of the crowd. Then, too, a dry bathing suit is easier to look at than a wet one.

More recently this question has come to mind, "Why is it that so many of us in our profession are not 'swimming,' but are content to remain more or less comfortably situated on the dry sand?"

The great majority of our number make up just the crowd on the beach of our profession. When we have met the credential requirements, had our name placed on the payroll, and have been classified as a permanent fixture we settle back with the attitude that nothing more than to meet classes is required or expected of us and are quite willing that others shall do the swimming for our profession.

The writer does not even have the appearance of a professional lifesaver, but as an awkward swimmer who is "sorta getting used to the water" he would make the following suggestions to those who desire to get more out of the professional swim than just a pay check.

(1) **Join the professional organizations.** After you have paid your dues ask where and for what purpose your money has gone. Then through your own efforts answer the question for you ought to know and are expected to know.

(2) **Support your city teachers club.** Attend every meeting and participate when given an opportunity. If criticisms should be made, make them from inside rather than from outside the organization.

(3) **Read the professional magazines.** Keep well-informed on current educational problems, local, state, and national.

(4) **Make a reading list of professional books** and then read those books. Probably there is no field that is being so thoroughly and systematically studied today as is education. New problems are being attacked, new procedures are being proposed, and viewpoints are constantly changing. He who fails to read is soon hopelessly out of date.

(5) **Study your job.** Analyze your own teaching difficulties and then make every effort to effect a remedy. Welcome suggestions and criticisms from the supervisors or from any other source. If you are not criticized and have no problems perhaps you are not doing anything.

(6) **Get the larger view** of the importance of your work. Each teacher is an employee in one of the largest businesses in the world. The effort of each teacher has an effect upon the success or failure of that business. Three billions of dollars were spent for public education in the United States last year. Two-thirds of that amount was spent for teachers' salaries.

The American people are engaged in the greatest experiment of all time, that of providing education for the masses.

There is nothing in history that is comparable. To have even a small part in this great experiment is both a real privilege and a responsibility.

* * *

American Artists by Ivan Narodny, with introduction by Nicholas Roerich, is an illustrated volume of 125 pages, published by the **Roerich Museum Press**, New York City. It is the first volume of the series of "Lights of America" of the New Era Library, devoted to American art and artists.

* * *

Three Points of Honor by Russell Gordon Carter is a splendid story for boys, based on Scouting. It was awarded the \$4000 prize in the "Boys Life"—Little, Brown and Company contest, and is published by **Little, Brown and Company** of Boston; 300 pages, illustrated; \$2.

University of Southern California: Fight On

Words by Glen Grant and Milo Sweet; music by Milo Sweet

The musical score is written for a three-part setting (Soprano, Alto, and Bass) in 6/8 time. It consists of five systems of staves. The lyrics are written below the Soprano staff. The music features a mix of eighth and sixteenth notes, with some measures containing rests. The lyrics are: "Fight on _____ for old S. C. _____ Our men fight on _____ to vic-to-ry _____ Our Al _____ ma Mat er dear _____ looks up to you _____ Fight on and win for old S. C. Fight on to vic-to-ry, Fight on. _____".

Fight on _____ for old S. C. _____ Our men fight on _____

_____ to vic-to-ry _____ Our Al _____ ma Mat er

dear _____ looks up to you _____ Fight on and win for old S.

C. Fight on to vic-to-ry, Fight on. _____

Reproduced from "Trojan Songs"; courtesy of the Associated Students Store, 3601 University Avenue, Los Angeles

University of Southern California: All Hail

Words and music by Alfred F. Wesson; arranged by Frank Lanterman

The musical score is written for three parts: Treble, Bass, and Piano. It is in the key of D major (indicated by two sharps) and common time (C). The score is divided into four systems, each with three staves. The lyrics are written below the Treble staff of each system. The music features a mix of eighth and sixteenth notes in the vocal parts, and a steady accompaniment in the piano part.

All hail to Al-ma Ma - ter, To thy glo-ry we sing, All
hail to South-ern Cal-i - forn - ia, Loud let thy prais-es ring, Where
west-ern sky meets west-ern sea, Our col-lege stands in ma-jes - ty, Sing our
love to Al-ma Ma - ter Hail, all, hail to thee.

Reproduced from "Trojan Songs"; courtesy of the Associated Students Store, 3601 University Avenue, Los Angeles

C. T. A. Board of Directors

Digest of Minutes, February 8, 1930

BOARD of Directors of the California Teachers Association met at headquarters, Saturday, February 8, 1930. The meeting was called to order by President Joseph Marr Gwinn at 9:50 a. m.; all members being present:

Robert L. Bird	J. M. Gwinn
George C. Bush	Mrs. Eugenia West Jones
E. I. Cook	David E. Martin
Clarence W. Edwards	Paul E. Stewart
Roy Good	

On motion of Mr. Martin, seconded by Mr. Stewart, the minutes of the last meeting were approved as submitted by the Secretary.

The audit of Cornell and Hammond, certified public accountants, was submitted. This report showed the financial condition of the California Teachers Association to be in excellent shape. On motion of Mr. Martin, seconded by Mrs. Jones, the report was accepted and the appreciation of the Directors was expressed to the entire C. T. A. staff for the thoroughness of the work during the year.

Earl G. Gridley, manager of the **Placement Division**, was present and submitted the following report showing that from August 1, 1929, to February 1, 1930, the total number of placements is 250, allocated as follows:

Total Number of Placements: **250.**

Men.....	107	Women.....	143
Administrators, Supervisors, Junior Colleges and Business: 28.			
Men.....	26	Women.....	2
High School: 115.			
Men.....	55	Women.....	60
Junior High School: 37.			
Men.....	16	Women.....	21
Elementary: 70.			
Men.....	10	Women.....	60

The membership report, showing total membership to February 8, 1930, and the membership as of that date for 1929, was then presented, as follows:

Section	1930	1929
Bay	8,907	8,445
Central	2,939	2,709
Central Coast	883	775
North Coast	454	464
Northern	2,405	2,161
Southern	17,315	15,551
Placement { Regular	186	211
{ Special (Student)	133	93
Total	33,342	30,409

A letter from Florence Winter, secretary, California Kindergarten-Primary Association, thanking the Board of Directors for the interest

taken in kindergarten-primary affairs, was received and placed on file.

Letters were also read from Elizabeth M. Maynard of Los Angeles, Elizabeth M. Sherman of Oakland, A. N. Wheelock of Riverside, and Mrs. Mary L. Westover of Santa Cruz, concerning their election as **honorary life members**. These were also placed on file.

A letter from F. L. Thurston, showing that the \$2500 appropriated by the Board of Directors for the **Walter B. Crane Memorial Fund** had been carefully invested, was read and placed on file.

A letter from Mrs. Evelyn Clement, chief, division of teacher training and certification, State Board of Education, concerning certification, was read and ordered printed in the *Sierra Educational News*; as follows:

DEAR MR. CLOUD:

Your letter of December 11, in regard to the extension of time in the case of applicants for credentials who have filed application expecting to complete requirements under old regulations, is at hand.

When such applications were filed it was understood that candidates would be able to complete the work by September 15, 1930. If there are some persons who find it will jeopardize their health and school work to carry out the plan the state department would be glad to give them an extension of time, provided they submit a program indicating how and when the work will be completed. This must be an individual matter and must be taken up by individual applicants with this Division.

Please rest assured that every consideration will be given to teachers in order that they may function in their work without intense strain upon their health. You will understand that a blanket statement cannot be given which will cover all cases.

Very truly yours,
Evelyn Clement.

Dec. 19, 1929.

A letter from Sam H. Cohn concerning assistance in a welfare case was discussed. The State Executive Secretary was ordered to communicate with the county superintendent of the county in which the case is located.

A communication from E. G. Gridley, secretary of the Bay Section, California Teachers Association, having to do with **representation on the State Council of Education**, received lengthy consideration. The consensus of opinion of the Directors was that matters of representation on the State Council should be handled directly by the section involved.

A request from the **California Commission on Education** asking that the California Teachers Association co-operate in the dissemination of information concerning the action of said Com-

mission, was considered. On motion of Mr. Good, seconded by Mr. Stewart, it was agreed that the California Teachers Association should assist in the sending out of information concerning the work of the Commission.

The Secretary next asked for consideration of a plan which would permit the holding of **meetings of committees** of the California Teachers Association, on the Fridays preceding the spring and winter meetings of the State Council of Education. On motion of Mr. Good, seconded by Mr. Cook, the Directors ordered that *all major Committees may be called to meet the Friday preceding State Council meetings to consider matters of Association business in order that detailed discussion might be had and reports submitted for the consideration of the Council.*

The next meeting of the Board of Directors was set for Friday evening, April 11, in San Francisco.

The Board also directed that the next meeting of the State Council be held in San Francisco on Saturday, April 12, 1930.

A letter was presented from F. L. Thurston, concerning two school districts in Southern California which will be required to close on account of lack of funds. After much discussion, it was decided that Director David E. Martin should present the matter for discussion at the October meeting of the Superintendent's Association, and that the matter also be referred for study to the Committee on Teachers Salaries. This action was taken in the hope that legislation may be provided which will look toward the protection of teachers salaries.

On motion of Mr. Martin, seconded by Mrs. Jones, the Secretary was instructed to issue an invitation to the State Superintendent of Public Instruction, inviting his division chiefs to Council meetings.

The budget for the coming year was presented by the Secretary, and on motion of Mr. Bush, seconded by Mr. Martin, was adopted.

A letter of Superintendent W. E. Givens, chairman of the committee on financing public education, was read. After considerable discussion it was decided that President Gwinn, Dr. E. H. Staffelbach, research director, and the State Executive Secretary, discuss the matter with Mr. Givens. The Board decided as a policy that all **studies of committees** requiring funds would be financed through the Division of Research.

Contributions to the Sierra Educational News on matters pertaining to legislation, were considered. On motion of Mrs. Jones, seconded by

Mr. Bush, it was ordered that communications and articles relating to matters of legislation should be submitted to the chairman of the appropriate Committee of the Association.

No further business appearing, the meeting adjourned.—ROY W. CLOUD, *Secretary.*

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A School Travelog

ROY W. CLOUD

SINCE the last itinerary (which took in widely varied sections of California) your State Executive Secretary has traversed a very large portion of this extremely large state.

During December and January a number of engagements were covered. The first was in **Napa County** where Miss Eva Holmes is in charge of the County Schools. Principal Perry Ratzel of the Calistoga High School presided most ably as chairman of the session.

Napa County is one of the most beautiful parts of the state. It is situated at the north end of the San Francisco Bay, is surrounded by great hills, and is a veritable home of oak trees. Some of the finest orchard land of California is found in this little kingdom of the north bay region.

On December 6 and 7 the joint legislative committee meeting, sessions of the Board of Directors, and the State Council meeting, required our attendance at **Los Angeles**. Accounts of these meetings have already been published.

On December 12, in response to an invitation from Mrs. A. V. Dorris, I talked to the graduating class of the **San Francisco State Teachers College**. This group was a fine class of enthusiastic, prospective teachers. After listening to me for awhile they asked questions for nearly an hour, showing that they were vitally alert to the problems that should make teaching worthwhile.

Dr. A. C. Roberts, president of the College, took me on a tour of the new units of the College. When the building program is completed San Francisco State Teachers College will be a realization of Dr. Frederick Burke's dreams.

On December 13 at Burlingame, L. E. Adams, District Superintendent, and I talked to the graduating class of the grammar school. O. H. Olsen is principal of the school. Burlingame is one of the newest cities on the peninsula.

Some of the most beautiful homes in all California are to be found in that locality. Burlingame is attractively located, with the Santa Moreno Mountains as a background and the San Francisco Bay in the foreground. It is on El Camino Real and has everything that goes to make a community beautiful and worthwhile.

On December 16 the Institute at **Redwood City**, a part of the Bay Section meeting, was visited.

County Superintendent Pansy Jewett Abbott had prepared an excellent program. Here were present all of the old friends who had been my teachers in the days gone by and many new ones who have come in since. The meeting was in the fine three-quarter million dollar plant of the Sequoia Union High School.

In the afternoon a journey down through San Jose, Morgan Hill and Salinas took us to **Monterey**, to the meeting of the Central Section. Robert L. Bird was the presiding officer and with the secretary, Thomas S. MacQuiddy, had prepared an excellent program. The meetings were in the High School, on a hillside overlooking the beautiful Monterey peninsula.

In going to the high school it was necessary to pass Colton Hall, the first capitol of California, and the building in which the constitution of our state was drafted.

Monterey is filled with interesting places. Down by the Municipal Wharf is the old Custom House. Just a block away is the first theater of California where they say that Jenny Lind sang to great audiences. The house of the Sherman Rose is now a tearoom. Here it was, tradition tells us, that the famous general of the Civil War planted a rose bush with a fair senorita and promised that when the first roses were blooming he would return from the east to make her his bride.

He never returned, but the beautiful Spanish maiden grew to be a fine old woman who tended her rose bush carefully and showed it to visitors as the bush which the great American general had planted with her. Just a little way off is the house where Robert Louis Stevenson lived and wrote when he was a resident of California.

A few miles away is the old Mission Carmelo, the beloved mission of Father Junipero Serra, where after his labors were ended the great missionary priest retired and where his remains are now resting.

The literatti of California largely make their homes at Carmel which is just adjoining and here is located one of the finest golf courses of the world which attracts the best players of the country.

The next day we were at **San Jose** to speak at another of the Bay Section meetings. Superintendent J. E. Hancock has charge of the schools of Santa Clara County. A fine program

had been given. I made the closing speech, dealing with problems facing the California Teachers Association.

San Jose is another of the historical towns of California. It was here that one of the first colleges of the state was started by the Methodists in the pioneer days. It was called the University of the Pacific and was located in the north end of the town until a few years ago when it was moved to a location near Stockton.

San Jose was the first capital of California under the new constitution. Here Peter H. Burnett convened the first session of the legislature in 1850. At that session laws were passed which have meant much in the history of our state.

The next day found us in **Los Angeles**, to attend meetings of the Southern Section. Here 25,000 teachers were gathered to listen to the excellent program arranged by President Robert A. Thompson and Secretary F. L. Thurston of the Southern Section. The meetings were all good and the attendance was excellent. This closed the journeys for 1929.

ON January 9 Earl Gridley of the Placement Division and I visited the schools of **Bakersfield**. We were met by Superintendent Lawrence Chenoweth, who provided a fine program for the day. During the morning we had the pleasure of visiting Herbert Healy and his staff in their offices in the beautiful Kern County Court House.

Both Mr. Chenoweth and Mr. Healy are putting over programs in their respective localities which should mean much to future citizens of California. In the afternoon all of the teachers of Bakersfield gathered in one of the schools, where Mr. Gridley and I discussed Association matters with them. The Choral Society of the Bakersfield Elementary School furnished the music of an extremely high order.

Mr. H. A. Spindt, principal of the Kern County Union High School and Junior College, and his splendid faculty, are doing remarkably fine work.

The next day at **Fresno** we visited the Washington Union High School over which our genial Section Secretary Louis P. Linn presides. Washington Union High School is in a fine portion of Fresno County just east of the city.

In the afternoon a visit was made to County Superintendent Clarence W. Edwards who so ably presides over the schools of Fresno County, and to Mayor Z. S. Leymel, for many years instructor of political science in the Fresno High School and a member of the state legislature, who is now the chief executive of the city.



T. S. MacQuiddy
Central Coast Section
Secretary



Louis P. Linn
Central Coast Secretary

That evening at the Jefferson Union High, which is presided over by Principal William Otto, all of the administrators of Fresno and Kings Counties met to discuss with us school affairs. There were over 200 present.

The turkey dinner prepared by the domestic science department and supervised by Mr. Otto, was worthy of special consideration. The music was furnished by students of the district and was of an extremely high standard. Besides the school people members of the state legislature were present.

On January 21 Mr. Thurston and I talked to the **Long Beach** City Teachers Club at Long Beach. The meeting was held in one of the hotels of that rapidly growing beach city. Mr. Oliver P. Palestine, president of the Club for the year, presided. During the day Mr. Thurston and I visited schools in the neighborhood of Long Beach; also the Long Beach High School, one of the elementary schools and the new administration building where Superintendent W. L. Stephens is so nicely situated.



F. L. Thurston
Southern Section Secretary

On the way to Long Beach we visited the **new home** of the Southern Section Welfare Workers. This is located at 336 Hillcrest Boulevard, Inglewood. Mrs. Marabel is the matron. The house is large and contains ten rooms. There were seven residents when we visited there. One of them has since passed away, but another has come to take her place.

These teachers who have given the best years of their life, their health and their strength to the cause of education are certainly fortunate to have such a pleasant home in which they may spend their remaining years. The welfare activity of the Southern Section is one of the finest pieces of work being done by the California Teachers Association.

We returned from the south on the 23rd. A letter from the State Superintendent of Public Instruction asking that I be present at the sessions of the California Education Commission



Teachers Welfare Home, Inglewood

on January 25 and 26 caused a hasty return to **Los Angeles**, where we considered matters of educational interest and problems which will confront the school people of the state.

On January 26 Dr. Nicholas Ricciardi and I visited the school at **San Quentin Prison**. The educational work at San Quentin has been under the direction of a most wonderful educator, Earl M. Stigers. Mr. Stigers, by inclination and training, has been an ideal man for carrying on the work at San Quentin. For four years he has put over a school program that has given employment and inspiration to thousands of inmates of the great, grim prison.

We visited all portions of the prison and attended the classes where over 600 prisoners study and recite their lessons. The members of the different classes were interested in every phase of the work. The teachers were very largely educated men, most of them with degrees from colleges. They have made some mistake for which they are paying very dearly. An air of cheerfulness pervaded the whole school.

Shortly after our visit to San Quentin Mr. Stigers left California to assume the directorship of education for all of the federal prisons of our country. He will have his headquarters at the federal penitentiary at Atlanta, Georgia. It is the desire of those in authority that he shall attempt to inaugurate a system of education similar to the one that he has planned and put in operation in California.

A FEW days in the office brought us to the first of February when it was necessary for us to take the train again, this time for **Nevada City**. Here Mrs. Ella M. Austin had arranged an exceptionally good program. Mrs. Austin had intended holding her institute in November. It was necessary because of local conditions to move the date to December. In December an emergency required that the meeting be held in February.

The instructors were Vierling Kersey, state superintendent of public instruction; George A. Rice, principal, University High School, Oakland; C. Conrad, vice principal, University High School, Oakland; R. D. Lindquist, assistant superintendent of schools, Oakland; A. S. Gist, principal, training school, San Francisco State Teachers College; J. B. Lillard, president, Junior College, Sacramento; Ira W. Kibby, chief, business education, State Office; Roy W. Cloud, state executive secretary, California Teachers Association; Mrs. Edna S. Mettler, specialist in penmanship; Marie C. Cuddy, specialist in primary reading.

February 5th found us back at the office getting ready for the Board of Directors meeting on the 8th. Now we are actively engaged in getting ready for the trip of California superintendents, which will leave February 16, bound for Atlantic City and the N. E. A. Department of Superintendence.

The Counsellor in an Elementary School

DOUGLAS B. MILLER

Principal of Maxwell Park School, Oakland



WO decades ago there was little supervision in elementary education as we think of the term today. As time went on, and organized effort was made to define education and to supervise its activities, attention was given to improving the "teaching" which had developed along numerous and somewhat divergent lines.

Lately, it has been emphasized that instruction consists of two distinct parts—**teaching and learning**—and that of the two the latter is by far the most important. With this change in emphasis, principals are thinking less about improvement of teaching, and are turning their attention toward improving the conditions of learning from the child's standpoint.

This centers interest on the child instead of the teacher and the problem of discovering, studying, and solving difficulties which result in failure and maladjustment is one of the important phases of the supervising principal's work.

Relation of Principal to Counsellor

Such is the work of the counsellor in an elementary school. Whether he does the work himself, or assigns it to a member of his faculty, the principal should have a systematic and well-organized method of handling all types of problem cases.

There are arguments in favor of centering the work in the hands of the principal himself. Others have equally sound arguments for delegating this to a teacher who is given a certain amount of time for the purpose.

In a school of ten or more teachers, the writer favors a combination of both, for which there

are several reasons: (1) The principal, being responsible for his school, should know what is being done in any corrective matter, whether he does it himself or not.

(2) Being always on call for assistance or emergency, the principal is seldom able to carry through a program of counselling. The counsellor will have definite periods set aside for the work without interruption.

(3) A counsellor must be one who can quickly break down psychological barriers between the subject and himself. Too often the spirit of authority and at times even sternness must necessarily surround the principal. This makes it difficult for him to secure the proper harmonious **rapprochement** between the child and himself. The writer has found that the counsellor can do this much better than he is able to do.

(4) The double approach permits the principal, through conference with the counsellor, to bring two minds to work on the single problem. The writer considers this the greatest advantage of the organization, and he realizes how profitable have been the suggestions from another individual in solving his problems. The counsellor's judgment either confirms or modifies the viewpoint of the principal and prevents many mistakes.

(5) Lastly, if the program agreed upon in (4) above fails, the principal may then "show his hand" and have a second chance to solve the problem.

The Story of a Boy

It is of paramount importance that the counsellor be trained to differentiate between out-



School libraries and children's rooms in public libraries are a characteristic feature of the best California schools and communities. This illustration portrays an adequate and beautiful children's library.

ward manifestations and underlying causes. A recent case will illustrate the point. A boy in the fourth grade caused considerable difficulty to his teachers, parents and playmates. He was flighty, inattentive, and in some cases impudent in the classroom. His scholarship was very poor. His playmates thoroughly disliked the boy because of his poor personality and the many little mischievous things that he did to win their disapproval.

Finally, matters became so annoying to the teacher that the counsellor was called. She found that the above statements were true enough, but that they were only the symptoms of what lay beneath. Her investigation showed that extremely poor home training had existed ever since birth. The failure of the child to make adjustments had led the parents to believe the teachers and other children to be at fault.

This idea was openly declared at home in the child's presence, and the latter was instructed "not to let the teacher put anything over on him". This led the child to openly defy the teacher, especially when she wished to keep him in at opportune times for special help. He also developed an attitude in which he felt that he was not being treated fairly, and that "every-one was picking on him".

A Binet test revealed normal mental ability, as far as the I. Q. was concerned, but the counsellor observed at once many symptoms of some serious nervous disorder manifested by twitching, lack of attention and concentration, flightiness, and the habit of constantly moving around. Bladder or kidney trouble was also noticed.

After several conferences with the parents, the latter agreed to have the child examined by a psychiatrist. The latter discovered several organic disorders which were affecting the child's nerves. These were remedied and programs of home and school training were outlined. The causes were separated from the symptoms and eliminated. The behavior of the child was brought back to normal.

The Equipment of the Counsellor

Such is the work of the counsellor. It is her business to help the child make adjustments. To do this, her abilities and training must be very broad and adaptable. She must understand the stages of child growth and their corresponding changes in physiological development. She must



A Hawaiian school girl with the products of her school garden. Vocational and leisure-time guidance are both important in school counselling.

be trained to analyze cases and spot the causes of the difficulties.

Considerable grasp of the fundamentals of child psychology and of training is indispensable, for therein lies the approach to almost every case. A working knowledge of physiology and the effects which the more common defects exert upon children's habits and behavior is also essential.

In short, she must realize that every difficulty has a cause; that the cause may be either social, mental, physical, psychological, or any combination of these. Before she can outline a corrective program, the cause must be sought.

This often calls for a rather technical, or at least a good working knowledge, of child psychiatry; this in turn implies the understanding of the fundamentals of psychology, physiology, habit training, personality building, and a clear and definite philosophy of modern education.

James Theodore Preston

JAMES T. PRESTON, for many years principal of the Burbank junior high school in Berkeley, recently passed away. He was born at Fairview, Oregon, September 17, 1867. When in his early twenties, he came to California and attended the San Jose State Teachers College, from which he graduated in 1892. Following graduation he taught in various cities of the State, including Jackson, Santa Clara County, in 1892-93; Evergreen, 1893-95; San Miguel, 1898-1900; and the Mount Tamalpais Military Academy at San Rafael 1903-06, following which he went to Berkeley to become principal of the Franklin School. He served there from 1906 to 1916, when he became principal of Burbank.

Always interested in music and the possessor of an excellent tenor voice, Mr. Preston was a member of an opera company in 1901-02, singing in New York, Boston, the New England states, and in Canada. Forced by his health to give up his operatic career, he returned to California but always retained his interest in music.

Serving in the local schools for a quarter of a century, Mr. Preston had the honor of organizing the first junior high school in California when, in 1916, he assumed direction of the Burbank junior high. Despite his unceasing labor in the interest of his pupils, however, he still found time to take a most active part in the civic affairs of the community. "Jim" Preston was widely known and highly esteemed among California school-people.

Junior High School Banking

WILBUR W. RAISNER

Hamilton Junior High School, San Francisco

BELIEVING that habits formed in school in days will have a great effect on later life, the schools of San Francisco have adopted systematic saving as a regular part of the program.

The system used at Hamilton Junior High School for the collection and recording of the money is very efficient and will prove effective in any school where a regular banking course is not given and where banking is desired. It keeps the idea of thrift constantly before the pupils with the minimum of spoken words.

Banking at Hamilton is done during the afternoon registry period on Thursday. The registry period is extended a few minutes to allow the pupils in charge of banking, and the teachers, to make the collections.

Each registry room has a mimeographed blank on which the names of pupils, with coupon-book numbers, are listed. There are columns for the deposits of each week. The amount given by a pupil is put in the proper column after his name. One column is for each week's deposits; these are dated at the top and kept straight.

During the registry period the money is taken to the banking sponsor, who signs a receipt, made out ahead of time, and takes the money. This places the responsibility for the safe-keeping of the money upon the sponsor and not upon any pupil or pupils.

Banking Lieutenants

The sixth period every Thursday is "club period." One or two students from each registry class compose the banking club. They are known as Banking Lieutenants. Each lieutenant stamps and tears out the coupons from his own room. These are arranged in numerical order and then given to the sponsor, who counts them and sees to it that the number of coupons checks with the amount of cash turned in earlier, i. e., one coupon for each 25 cents cash. If there is any mistake it is corrected then and there. Each lieutenant also makes out a report which is turned in as his report to the sponsor.

This report contains information regarding the day's deposits. It contains the name of the registry teacher, the room number, grade and the number of pupils in the room. Each weekly report tells how many pupils deposited money that particular week and the total amount. The per cent is then figured from this data which

tells the rank that registry room will have in the final standing for that week.

The lieutenants who first finish their work help the sponsor arrange the coupons from the several groups in numerical order so that when the coupons go to the bank they are arranged in numerical order. Another lieutenant arranges the reports in order with the highest percentage on top and so on.

The school report is then made from these registry reports. It consists of several columns in each of which one part of the following information is given—rank, registry room number, registry teachers' names, grades, number of pupils in the room, number depositing that particular week, the amount of cash for each and the percentage of each registry group. The percentage of those in the registry room depositing that week determines the rank; the amount of money deposited has no bearing at all upon it.

The system is not as complicated as it might seem. When every lieutenant knows what he is to do, it is easy. They are always finished before the end of the hour. Some of them have quite a number of coupons to stamp, initial, tear and arrange. By arranging their books in numerical order first and then tearing out the coupons and keeping them in that order much time and extra work is saved.

* * *

A Letter Concerning Education

IN a recent issue of the "News", Mr. R. W. Clothier, principal of the Gridley Union High School, has given a very interesting definition of education, suggesting that other educators endeavor to improve on the same.

While I am not ignorant of the great diversity of opinion as to what education really is, I venture to offer the following definition of it, as an improvement on the one offered by Mr. Clothier.

In the first place, education is entirely an individual matter, and this is what I believe it to be:

Education is the sum total of one's mental, moral, and physical abilities and powers; plus the sum of one's knowledge, learning, and instincts, both inherent and acquired. It is obtained mainly through the exercise of the five senses plus the unconscious activity of the sixth.

Well, that's my story, and I'll stick to it until I'm convinced that I am in error!—Sincerely yours, Dan H. Reese, principal, Elk Grove Union Grammar School.

* * *

Uncle Sam's Camels. The story of the camels once used on the great American desert, edited by Lewis Burt Lesley, associate professor of history at the San Diego State Teachers College. Over 300 pages, many illustrations; published by the **Harvard University Press**; \$4. A highly interesting tale of the West—history breaks into a smile.

Current California School Law

High School District Taxes

ALFRED E. LENTZ, C. T. A. Legal Advisor

IN the December number of the "News" appeared, in this department, a discussion of the case of *Johnson v. Board of Supervisors*, (78 C. D. 425, 281 Pac. 57) in which the Supreme Court held that the maximum high school district tax of 75 cents fixed by Political Code section 1755 applied only to taxes levied under that section because the limitation was in the form of a proviso of that section. It was pointed out by the writer that possibly, under the School Code, the maximum district tax of 75 cents might be held applicable to all high school district taxes.

Opinion No. 6568 of the Attorney General, summarized in this department in the January issue of the "News", indicates that the Attorney General believes that the reasoning of the Supreme Court would not be applicable to similar situations arising under the School Code and that the maximum high school district tax of 75 cents as fixed by School Code section 4.563 is the maximum for all high school district taxes since the provision is no longer a proviso but is embodied in a separate section. The Attorney General's opinion refers to the case of *In re Johnson* (57 C. A. D. 219, 273 Pac. 109). This is the case, which on appeal to the Supreme Court, became *Johnson v. Board of Supervisors* and in which the Supreme Court adopted the Appellate Court's decision as its own.

The reasoning of the Attorney-General is of questionable validity for the reason, as pointed out last month, that the School Code declares in section 2 thereof, that its provisions so far as they are substantially the same as the laws it superseded must be considered as continuations thereof and not as new enactments. The School Code did not change the substance of the law, only the form.

Counting Attendance of Pupils

THE opinion of the Attorney General (No. 6904) on the attendance of "post graduate" pupils upon the classes of regular full-time high schools and respecting the attendance of part-time high school pupils upon special day and evening high school classes, was given in reply to two questions submitted by the State Department of Education:

1. "In your opinion may one who has been graduated from a regular full-time day high school return and again attend the regular full-time day high school or any class or classes given by such high school? May the attendance of such persons upon a regular full-time day

high school be counted as part of the attendance of the high school district?

2. "In your opinion may the attendance of persons upon special day and evening high school classes be counted if such persons are in attendance upon high school part-time classes?"

To the first question asked, the Attorney General replied:

"I do not find any authority in the law for post-graduate work in the regular four-year high school. . . . I do not believe that the law contemplates the admission as a matter of right, of graduate students to take special subjects in a regular four-year high school. The trustees might, in the exercise of their discretion, and if the school facilities permit, allow such post-graduate work, but such irregular attendance would not result in an increased allotment of school money."

To the second question the Attorney General replied:

"I find no authority for pupils of this particular class" (pupils required by law to attend part-time high school classes) "as a matter of right, attending any other than the regular part-time class as described in said section" (School Code section 1.350). "However, the same discretionary authority of the trustees, as above noted, would permit of such attendance, but would not result in increased apportionment of school money."

To put it briefly, the Attorney General holds that graduates of high schools may not, as a matter of right, afterwards return to the classes of the regular high school and part-time students may not, as a matter of right, attend special day and evening high school classes. This appears to be a correct interpretation of the existing law.

The Attorney General, however, in stating that in his opinion those persons who have not the right to attend upon public schools and classes may in the discretion of the governing board, be allowed to attend upon them, misses the mark. The law does not contemplate that persons having no right to attend certain schools or classes may be allowed to do so.

The law makes provision whereby the attendance of all persons enrolled in the day and evening, elementary and secondary schools and special day and evening classes conducted by elementary and secondary school districts, may be counted as part of the attendance upon the districts, so that when state and county school funds are apportioned, the districts furnishing educational facilities, may be compensated, in part, for the burden of providing for the education of those so enrolled.

To allow persons to attend when their attendance may not be counted means that the people of the district must bear the entire cost of providing educational facilities for those persons since neither state nor county school funds

may be apportioned to a district on account of the attendance of such persons.

It is apparent that the law does not contemplate that the funds of a school district should be used to provide educational facilities for those who are not, as of right, entitled thereto.

Compulsory Public School Education

WHEN the new Continuation Education Law (S. C. sections 1.350-1.430, 3.490-3.495) was enacted in 1929, it required those pupils subject to the Continuation Law to

"attend upon special continuation education classes maintained by the high school board of the district wherein they reside, or by the high school board of a neighboring district . . ." (S. C. 1.350 as amended).

This was substantially the language which had been used in the old Part-Time Education Law since its inception in 1919, and which provided that those persons who were required to participate in part-time education to attend

"upon a special part-time class maintained by the high school board of the district wherein they reside, or by the high school board of a neighboring district . . ." (S. C. 1.350)

The validity of the law had never been questioned until a short time ago when the question arose in San Francisco of whether the Continuation Education Law was constitutional insofar as it purported to require all persons subject to the Continuation Education Law to attend continuation education classes maintained as part of the public school system and so impliedly forbidding attendance upon continuation education classes maintained by private institutions.

The question was referred to the City Attorney who held that provision unconstitutional to the extent that it compelled attendance upon public schools to the exclusion of private schools, and therefore invalid. He held further, that private schools could maintain continuation education classes provided they conformed to the standards established for public school continuation education classes.

He based his opinion on a decision of the Supreme Court of the United States which had been handed down in a case involving a law of Oregon.

The State of Oregon in 1922 had enacted a law which compelled all children resident in the State of Oregon between the ages of 8 and 16 years to attend a public school. There were exemptions allowed in certain cases, but such exemptions did not include children attending private schools.

The constitutionality of the law was attacked and in *Pierce v. the Society of Sisters of the Holy Name* (268 U. S. 510; 45 S. Ct. 571, 69 L. Ed. 1070), the Supreme Court of the United States held the law unconstitutional in that it interfered with the constitutional right of par-

ents and guardians to direct the upbringing and education of their children and wards.

There is little doubt but that the opinion of the City Attorney states the law correctly.

There is no difference in principle between compulsory full-time education and compulsory part-time or continuation education. If a law compelling full-time attendance upon public schools is invalid and unconstitutional, then so also is a law compelling part-time attendance upon the public schools.

The requirements of the Continuation Education Law as modified are these:

1. All persons subject to the Continuation Law must enroll in a continuation class either

a. Maintained by the governing board of a high school district, or

b. Maintained by a private school or institution and which meets the standards established for such classes in the public schools.

Transportation

THE legality of the "poaching" of one school district upon others accomplished by sending out busses into the other districts and gathering up children has long been an open question. As yet the matter has not been passed upon by the courts.

The Attorney General has held in his opinion No. 6924, that a high school district may lawfully send busses into another high school district to furnish transportation to pupils who reside therein but who attend the high school of the first mentioned district. While the Attorney General's opinion may not prove a popular one, it would be impossible to rule any other way under the existing law.

School Code sections 1.70 and 1.80 providing respectively for the transportation of elementary school children and transportation of secondary school pupils—state that the governing board of the district may provide transportation to those pupils who attend the schools of the district.

If they may furnish transportation to pupils attending schools in their district without restriction, it follows, logically, that they may furnish it regardless of the residence of the pupil.

The situation is one which can be altered only by legislation prohibiting governing boards from furnishing transportation outside the boundaries of their respective districts.

* * *

Vocational Psychology and Character Analysis

by H. L. Hollingsworth, professor of psychology in Barnard College, Columbia University, is a thorough revision and amplification of two earlier volumes. Dr. Hollingsworth is nationally known as an authority. The volume, of 415 pages, is published by **D. Appleton and Company**; \$3.

* * *

Singing Time, a book of songs for little children,

by S. N. Coleman and Alice G. Thorn, is published by **The John Day Company**, New York City (\$2.50). There are many charming decorations by Ruth Hambridge. All kindergarten-primary schools could well afford to have and use this book.

A Great Convention

The annual state convention of the California Kindergarten-Primary Association, held at Riverside, was interestingly reported by Edith A. Demorest to the Fresno Kindergarten-Primary Club. We take pleasure in publishing the following excerpts from her excellent report.—Ed.



THE report of the Research Committee was presented. The Nursery School report was read by Miss Van Dusen of Los Angeles. Outstanding points follow: Last year's research had to do with the problem of meeting the young child's needs. This year's work has been centered around meeting the needs of the teacher of Nursery Schools. Three institutions in California are offering training for Nursery School teachers: University of California at Los Angeles; Mills College at Berkeley; Broad Oaks at Pasadena.

Next came the report on **Pre-First Grade**. The problem of the unready first grade child was studied. Questionnaires were sent out; practically all responses recognized the need for such a class and the need for differentiated teaching. Results of studies presented—

Problems.

1. Present school entrance law.
2. Adult opposition to deviation from traditional.
3. Conflicts of classification and organization.
4. Large numbers of individual differences.

This study raised the questions of—

1. What kind of activities?
2. What kind of environment?

Some of the needs suggested to help satisfy these questions were:

- More space.
- Activities much like those in kindergarten.
- Activities of non-reading as well as of reading type.
- Larger units of work.
- then, later in the term—
- Units of reading which grow out of these activities and experiences.
- No reading from the text.

Values from such procedure would be a more wholesome primary department for both children and teachers.

The Friday evening banquet was a happy, joyous affair. About 175 assembled in the banquet hall just off from the main dining room. This room was another treasure house of interesting things which had been gath-

ered from many travels. The walls were covered with trophies, arms and pottery of varying types and kinds.

The after-dinner address was given by Miss Ethel Salisbury of Los Angeles. Her subject was "An Activity Program". This to me was the outstanding address of the convention and at the same time, the most difficult one to bring back to you. What Miss Salisbury said was so interwoven with her charming personality that we were captivated. It was as if she were having a personal conference with each one of us and was taking us on a thought pilgrimage with her as she thought through her philosophy of life and teaching.

Saturday morning we were taken to the Palm School, where the City Council of P. T. A. served us a courtesy breakfast. It was, indeed, a breakfast at which both food and courtesy were capitalized. We then spent the hour in looking at the exhibit which had been placed there, from both city and county schools.

Among other things there were a number of groups of miniatures showing community interests and activities. There was a collection of Mexican pottery, made in a Mexican School in the country from clay taken from the ground near the school and finally fired and baked by one of the Mexican mothers.

There was some creative music, a collection of dolls and a collection of band instruments made by the children. The business meeting of Saturday afternoon brought the convention to an end. At this meeting which was held in the Cloister Room, various reports were given.

The legislative committee in their report urged better organization for greater efficiency in working with the C. T. A. Lobbying for or against school legislation needs definite and united effort to be a success.

Miss Tessmer of San Francisco gave her report of the Geneva convention as well as the Elsinore Conference in Denmark which she attended this last summer.



Resolution

IRENE WILDE, *Los Angeles*

THE way one closes doors, I'm told,
Is just as true a sign
Of what is covered by his coat
As Monday's laundry line.

To bang them as you hurry through,
And set the house aquake,
As they say I've been known to do
Till it brought on headache,

Displays quite clearly, I'm advised,
Something best left unaided—
"A shift of nature which no eye
Should see until repaired".

I've grown a trifle sensitive
On proclaiming what I am
Every time I hurry out,
And give the door a slam.

I think I've hit upon a plan,
If it will work—here's hopin'—
Henceforth, when I go in and out,
I'll just leave all doors open.

* * *

Hestia Smith, Mills College, elected to Alhambra Junior High, succeeds Katherine Francis, who resigned prior to her marriage.

* * *

Plans and specifications for new junior high for Alhambra Union High School District, Martinez, have been prepared in the office of W. H. Weeks and Company, San Francisco. They were available for contractors' bids in February. The completed project was recently financed by a bond issue for \$240,000 that carried 5-to-1. The new junior high will house 500 students.

* * *

Wild Life Films Available for Schools

DIVISION of Fish and Game, State Department of Natural Resources, has accumulated a splendid library of motion picture films depicting the wild life resources of California.

There are pictures which should appeal to every school principal interested in having children know something about natural resources. Films are obtainable which depict tuna and sardine fisheries of Southern California; trout propagation and angling; bird subjects include reels on ducks, geese, shorebirds, and song birds; those on mammals include such subjects as elk, deer, antelope, mountain sheep, and predatory animals.

These films are distributed free to schools. Application should be made to the Division of Fish and Game, 510 Russ Building, San Francisco.

I Heard His Voice

FLOYD E. DEWHIRST

Washington Union High School, Fresno

Written after watching a thunderstorm in Yosemite Valley

I HEARD His voice, in tones sublime,
Roll back from distant crag to peak,
I listened to the notes divine,
To catch the message He did speak.

I saw the flashing of His eye
Light up the canyon, deep and sheer,
I watched His writing in the sky
And strove to read His warning clear.

I felt His presence in the storm
When fell, unchecked, the driving rain,
I sensed His brooding spirit warm
Above the rushing wind's refrain.

I stood in reverential awe,
Thrilled by His power and His care,
I bowed before the might I saw
And loved the tenderness hid there.

Our Campfire

FLOYD E. DEWHIRST

Written after a fishing trip along the Merced River above Yosemite Valley

A N autumn breeze blows sharp and keen,
Night settles on the forest green,
Our cedar fire is lighted,
The sparks fly up, affrighted,
While shadows dance, the trees between.

We watch the campfire's glowing heart,
The ruddy coals their warmth impart,
The branches crackle cheerly,
The firelight shines out clearly,
And all the cares of day depart.

With laugh and song, our trout we fry,
The coffee sings its song near by,
Our ev'ning meal is joyous,
Good cheer and jest employ us
While echoes to our calls reply.

Our blankets, spread on needles deep,
Invite tired fishermen to sleep.
We snuggle down, quite cosy,
Beside our campfire rosy,
While stars down through the branches peep.

The dying embers smolder low,
A wisp of smoke drifts to and fro,
The shadows creep in nearer,
The stars above shine clearer,
To dreamland we are drifting slow.

Defining the Teachers College in California

C. L. PHELPS, *President*

State Teachers College, Santa Barbara

IN the rapid development of institutions in these days it often is found valuable to stop and take stock—to define aims, purposes and ideals. Teachers colleges in California at this time are engaged in searching self-examination. Fortunately for them, certain metes and bounds have been definitely established. The State Board of Education as the governing body of these institutions, is on record in positive announcements concerning certain fundamental considerations. These, as well as certain views of the writer, are here summarized.

Purpose of Teachers Colleges

On January 4, 1928, the following statement of purpose was approved by the State Board of Education:

"The state teachers colleges are the established institutions under the direction of the Department of Education to carry on, in part or in whole, as they may from time to time be authorized to do, any or all lines of work necessary for the training of the public school teachers of the State of California. They are also authorized to grant baccalaureate degrees." (See bulletin No. H-1 of the California State Department of Education.)

Standards covering course requirements are equally as specific. It has been provided by the State Board of Education that minimum requirements for certification of elementary school teachers shall be a four-year course leading to the A. B. degree. The same requirement is in effect with reference to all special fields. And finally, a four-year course leading to the A. B. degree as a part of the five-year course required for secondary certification has been approved. These with certain major and minor requirements constitute a strong state prescription which taxes all the resources of the colleges.

Lower Division Requirements

Especially is this true in the lower division where the required subject matter courses in the various fields of knowledge are quite numerous. The theory back of these heavy prescriptions is that an extensive background of cultural and useful knowledge should be a prerequisite for the professional program of the upper division.

One is impressed by the range and extent of prescriptions when he reads a summary of them and finds 35 semester hours required in the fields of social sciences, natural sciences, psychology, English and physical education. He is even more

impressed by the solidity of the requirements when he finds that in addition to the foregoing 35 semester hours practically one-half of the subject-matter major and minor requirements must be completed in the lower division.

The range of academic subject selections which may be made in fulfillment of these major and minor requirements is shown by the following list specifically mentioned in the Standards of the State Board of Education.

- | | |
|-------------------------|------------------------|
| 1. Agriculture | 9. Industrial Arts |
| 2. Art | Education |
| 3. Biological Science | 10. Mathematics |
| 4. Education | 11. Music |
| 5. Commercial Education | 12. Physical Education |
| 6. English | 13. Physical Science |
| 7. Foreign Languages | 14. Psychology |
| 8. Home Economics | 15. Philosophy |
| | 16. Social Science |

Under these authorizations and prescriptions each teachers college in California must provide broad and liberal training in the lower division before professional preparation can be undertaken in the upper division. There is no question as to the mandate.

Secondary Work and the Upper Division

With the introduction of pre-secondary curriculums the State Board of Education has directed the teachers colleges to embark on a program of partial preparation of secondary teachers for the schools of the state. The whole character of upper division work has been changed by the entry of the colleges into this field. Subject matter courses have been added in considerable numbers to enable the colleges to offer the necessary courses to complete the requirements for majors and minors in the various teaching fields. This of course was a necessity and is in harmony with the policy in other reputable teachers colleges in America.

Rights and Limitations

As has already been indicated a strong body of subject-matter courses must be provided in the lower division of every teachers college. There are two reasons for this. One reason is that a considerable amount of exploratory work in the different fields of knowledge is considered a necessary prerequisite for professional training. Standards relating to the background and culture of the teacher have been rapidly ad-

vanced as the general level of education has been raised.

The second reason is that in order to provide for the necessary majors and minors a large variety of subject-matter courses in at least several of the fields must be carried in the lower division of each college. Naturally the number of fields covered by a college has a bearing on the necessary variety in the lower division. Some of the colleges cover a greater range than others.

Any college is within its rights, however, if it offers in the lower division subject-matter courses in any or all of the fields listed by the State Board of Education in its standards for degrees. The same may be said of the upper division. Limitations as indicated by the Board are found only in the number of education courses allowed and the number of units which may be taken in any single field.

It may be concluded therefore that the standards are comprehensive and liberal enough where subject-matter courses are concerned, and that a college is not likely to break them by any reasonable arrangement of such courses so long as they provide background and sequence for upper division work or the necessary subject-matter for major and minor fields of the various curriculums offered by the colleges.

A student in entering a teachers college in California does not have to commit himself at that time to the teaching profession. He may select any major line of work offered by the college or he may remain unclassified and pursue exploratory courses throughout his work in the lower division.

He may transfer from one department to another in the college or he may transfer to another college at any time in his college course. The college, however, is not authorized to set up and advertise lower division courses specifically designed to lead to non-teaching fields or to majors not offered by the college.

Liberal Arts

A large part of the work offered in both the lower and the upper divisions of the colleges is included primarily for its cultural values. The so-called "Liberal Arts" constitute an important part of the teacher's equipment. It would be difficult to imagine a well-trained teacher, according to modern standards, who is not well-grounded in the liberal arts. In almost no other field is the need for liberal culture so evident, if one stops to analyze the situation. The problem of the teachers college is not one of how to free itself of the charge of including liberal arts subject-matter in its curriculums, but a question of how to arrange such material so that it may

contribute most to the development of a well educated and broadly trained teacher.

The teachers colleges are rapidly evolving. It may be expected that from time to time new functions will be assumed. Already there are some indications along these lines. Especially is this true where administrative and supervisory credentials are concerned. Movement in this direction undoubtedly commands the support of the school people of the state. Further developments can be taken care of as occasions demand.

* * *

Sacramento 100 Per Cent Schools

I AM pleased to report the following relative to the C. T. A. membership of the Sacramento City teachers:

Bret Harte, Coloma, Crocker, David Lubin, Donner, Donner Annex, El Dorado, Fremont, Harkness Opportunity, Jefferson, John Muir, Theodore Judah, Land, Lincoln, Marshall, McKinley, Newton Booth, Sierra, Stanford, School for the Deaf, Sunmount Preventorium and Washington elementary schools are all 100 per cent; David Lubin, Land, Lincoln, Leland Stanford and Washington junior high schools, 100 per cent; Part-Time High and Senior High, 100 per cent.

In other words, the kindergarten department, 100 per cent; the elementary department, 100 per cent; five of the six junior high schools are 100 per cent; the Part-Time High, the Senior High and the Administration Department are each 100 per cent. Sincerely yours, Minnie R. O'Neill, Assistant Superintendent.

* * *

A Song of California

DEAR Editor:

In my waste-paper basket I found the enclosed poem, written by one of my little fifth-graders. Thinking it especially good for a nine-year-old, I had it recopied and am sending it to you.

Our school is a little one-room school of eight pupils, situated in the northern part of Surprise Valley in Modoc County. Our name is "Surprise Valley". I believe our school one of the oldest in the county. Yours very truly, GERTRUDE W. MUZZY, Teacher, Surprise Valley District, Lake City, Modoc County.

I Love You California

I love you California,
I love your fruit and grains,
I love your little chickens,
And horses with their manes.
I love your green grass and flowers,
I love your homes, too,
I love you California
Because I live in you.

—LOIS ORLA MUZZY, age 9 years, Fifth Grade.

The School Newspaper

CAROLYN AIRY

Buena Park Grammar School

THE school newspaper is one of the least discussed of extra-curricular activities, but the number of papers in school (from the grammar grades upwards) indicates its popularity. Two years ago our school organized a staff with the idea that the children needed, educationally, a real voice in school affairs. Since that time it has been as great an influence in the education of the children as any one other factor.

The staff is organized from those of the seventh and eighth grades who succeed in a tryout given at the first of the year. All are enthusiastic to pass the tryouts. However, of the number who enter the competition, only ten are chosen for the actual working staff.

Extra contributions are encouraged and a great many of these come from English classes. To have a composition printed in the paper is the highest compliment any child can receive.

A regular time is set for the pupil to "cover" the story assigned to him. This and instruction in the fundamentals of news-writing are taken as part of the English lesson. It is necessary for him to learn the make-up of the news story; the difference between straight news and features, interviews, and human interest.

He must learn what news is and where to find it. All this is taught with the English, together with certain terms used only in the newspaper office.

The Intricacies of Publication

Visits are made to the local newspaper plant where the pupil is initiated into the intricacies of publishing a paper. He watches the linotype operator set up his story and follows it through to the press, where it appears as a printed article in his own paper.

The contents of the school paper are reprinted in the town paper in a section devoted to the school. Very often these articles find their way to the city dailies in the form of exchanges and the pupils who are lucky in this way feel the keen delight of accomplishing something worth-while.

On one occasion proof-sheets of the school section were included in the proofs sent out as exchanges when it was entirely omitted from the local paper. When the papers of the several neighboring towns appeared the entire number of exchanges were selected from the articles written by the children from the seventh and

eighth grades, and they were treated as regular dispatches from the community.

The interest with which both the children and the parents receive the weekly publication makes its influence real. Since its inception the children have successfully carried on a campaign to keep the grounds clean, helped in building up a live parent-teachers association, has acted as a medium between school and community, and (most important of all) it has given the child an opportunity to exercise himself—his intelligence and character.

* * *

What I Expect in My Superintendent

C. B. READ

San Diego Senior High School

AS a preface to my remarks I may use this quotation: "If wisdom's ways you'd wisely seek, five things observe with care—of whom you speak, to whom you speak, and how, and when, and where."

Naturally the superintendent must possess the necessary educational qualifications. What is of prime importance to me is the superintendent's personality. It must be positive—that magnetic outward expression of the inner life. He cannot radiate that which is not within him. He should not have a superiority complex, and neither should he have an inferiority complex. He should have tact, courage, optimism, enthusiasm, sympathy, and the human quality.

He should not be abnormal in his interests. Why should elementary work get most of his time, or any other division of the school system? Or why should athletics get all the encouragement because of physical prowess? The educational achievements need commendation and encouragement even more.

He should offer sympathetic supervision and helpful suggestions. He should be one to whom the teacher can go, expecting a pleasant, courteous conference and, upon its conclusion, leave with a feeling that he will receive an unbiased opinion or decision.

I want to feel that my superintendent at least appears to know and that his judgments are given with precision. If he does not know, he will get the necessary knowledge and see that the teacher gets the information at an early date.

He must be a dynamic individual with a sense of service to be rendered to all departments and phases of the system.

Audubon Bird Pictures and Leaflets

NATIONAL Association of Audubon Societies announces that through the generosity of its friends it is again enabled to furnish large numbers of colored bird-pictures and leaflets to California school teachers and pupils.

The plan is very simple. The teacher may explain to the pupils that they are going to form a Junior Audubon Club and have a few lessons, from time to time, about some of the more common North American birds. The teacher also will explain that each child wishing to be enrolled must bring a fee of 10 cents in return for which he will receive a set of six beautifully colored bird-pictures made from original paintings by America's leading bird-artists.

Accompanying each of these pictures, there also will be a leaflet with four pages of text, written by well-known authorities on bird-life. This will tell in an entertaining way about the habits of the birds, their courtship, their songs, their nests, their food, their winter and summer homes, their travels, their enemies and many other facts of interest.

There is furnished, too, with each leaflet an outline drawing of the bird which the pupil may fill in by copying from the colored plate. Every child in addition receives a beautiful Audubon Button of some favorite bird in color which is a badge of membership in the club. A new set of pictures and leaflets is furnished every year to all who wish to repeat this plan

of bird-study. Every teacher who is successful in forming a club of 25 or more receives free a year's subscription to the magazine **Bird-Lore**, which is the world's leading, popular periodical devoted entirely to birds.

When a teacher is unable to form a club of as many as 25 a subscription to **Bird-Lore** is not given, but the bird-study material is supplied the children where as many as 10 are enrolled. This undertaking costs the national association 20 cents for every child enrolled, and this means that the material is actually furnished at half the cost of publication and distribution.

Last year 347,849 boys and girls were members of Junior Audubon Clubs. In California 349 clubs and 14,885 members were enrolled.

T. GILBERT PEARSON, President
National Association of Audubon Societies,
1974 Broadway, New York City.

* * *

Human Betterment Foundation

HUMAN Betterment Foundation, incorporated (not for profit) under the California statutes, represents the crystallization of a life-long interest in racial welfare on the part of E. S. Gosney, attorney, financier, and philanthropist.

Its members are 25 of the most prominent men and women in California in various walks of life. Its first task has been to disseminate reliable information about eugenic sterilization which has been collected and published under Mr. Gosney's direction during the last four years.

Other services in the broad field which the name suggests will be undertaken from time to time, provision having been made by the founder for financial support of this work in perpetuity so that its influence will continue regardless of changes in personnel. Its office is in Suite 625, Pacific Southwest Building, 26 N. Marengo Avenue, Pasadena.



One of the pictures—The Yellow Warbler—a friendly little bird

H. G. Hansen of Stockton, teacher in the August School, has prepared an interesting series of geography tests. He states that these tests are designed to accompany the state text-book in geography. Available tests stress the old divisions in geography and pay no attention to the region aspects of geography.

The tests have been prepared to cover Book Two, parts one and two. I have been using these tests in my classes and they seem to be satisfactory.

The tests are assembled from several sources and checked against the text-book. Of course there are no standards of comparison but any one using them can judge whether or not the subject-matter has been covered by the pupil.

The tests submitted are also arranged in a manner that lends itself to easy mimeographing for class use.

The test on **Florida and the Cotton Belt** begins as follows:

Fill the blanks with the proper words.

1. Fine peaches are grown.....
2.produces more cotton than any other state.
3. The largest city in the Cotton Belt is.....
4. The state of.....produces cane sugar.

* * *

Readings from the English Bible (Old Testament) selected by Norman J. Whitney, associate professor of English, Syracuse University, is published by the Ronald Press Company, New York. There are 285 pages; price \$1.25. The young people of today should at least learn the great cultural and moral values of early Hebrew literature, as reproduced in the English Bible.

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Notes and Jottings

California and World-Wide

"Stay a little, and news will find you."

—HERBERT, in *Jacula Prudentum*.

George T. Berry—Pacific Junior Red Cross

IT is with pleasure that I announce the appointment of George T. Berry as Assistant National Director of the American Junior Red Cross for the Pacific Branch area, effective February 1. Mr. Berry succeeds Miss Eva Hance who resigned from the position July 1.

He is a graduate of the University of California, having received his bachelor's degree in 1914, and is a member of the Phi Delta Kappa, and life member of the National Education Association. Mr. Berry has had 15 years experience in the public schools of California, as teacher in the Kern County Union High School at Bakersfield, as principal in the Durham Elementary School, and as Superintendent of Schools in Butte County.

During the past two years he has been principal of the Union High School at Biggs, California, which position he leaves to become associated with the Junior Red Cross.

Mr. Berry has always been active in educational circles, both in his local community and in the State of California, and at present he is a member of the Section Council of the California Teachers Association. He brings to the Junior Red Cross valuable experiences in many branches of school work which will enable him to serve the interests of the schools and the Junior Red Cross in a most effective manner.

Miss Lottie M. Linfoot, who has been Acting Director of Junior Red Cross since July 1, will serve as assistant to Mr. Berry.—J. Arthur Jeffers, Manager, San Francisco.

* * *

Miss Edna H. Young, Santa Cruz County superintendent of schools, reports that the Stanford Achievement Test has been given to the rural schools and records tabulated. The test will be given again at the end of the school year.

Cain E. Knotts is the rural supervisor and also acts as attendance officer. This is the first year that Santa Cruz County has employed an attendance officer.

New Compton Union Secondary Schools

THE February Sierra Educational News published an illustrated account of some of the new secondary schools of the Compton Union District. Scott Thompson, district superintendent, has furnished additional and more recent data which will supplement the February account.

Working drawings for the Willowbrook and Clearwater Junior High Schools have been completed, and bids have been received. Both schools are to be of the same type of construction, having brick walls with a stucco exterior finish. Plans call for a class-room building, a separate shop, and a cafeteria building. An appropriation of \$100,000 has been made for the construction of each school, the sites of 10 and 15 acres respectively having been purchased several years ago.

Bids have already been accepted for the group of school buildings to be built at Enterprise for the Enterprise Junior High School. There will be a two-story class-room building with administrative offices, a one-story cafeteria building, and a one-story shop building. The appropriation here is also \$100,000, the site having been purchased several years ago.

* * *

Tulare County has a new organization consisting of **Elementary Principals**, organized for mutual helpfulness and for the purpose of being able to act as a body when action may be needed.

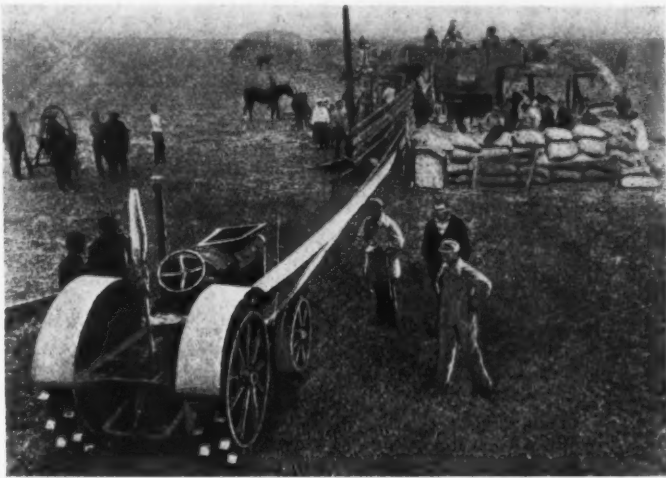
The last meeting of the group, which numbers about fifty, was held in Visalia in February.

The officers are as follows: President: **Arthur L. Pursell**, Tulare; Vice-President: **John H. Ensz**, Visalia; Secretary: **Edna House**, Tulare.

* * *

The Wonder Book (stories—pictures—games—puzzles—hero tales—animal lore—plays—fun and fancy) by Ruth Plumly Thompson. A whacking big book of 217 pages, full of pictures and color. Published by the **Raitly and Lee Company** of Chicago and New York City.

THE Board of Directors of the California Teachers Association comprises the following: **Dr. Joseph Marr Gwinn**, superintendent of schools, San Francisco, *President*; **David E. Martin**, county superintendent of schools, Oakland, *Vice-President*; **Roy Good**, district superintendent of schools, Fort Bragg; **Robert L. Bird**, county superintendent of schools, San Luis Obispo; **George C. Bush**, city superintendent of schools, South Pasadena; **Ed. I. Cook**, teacher, Sacramento Junior College; **Clarence W. Edwards**, county superintendent of schools, Fresno; **Mrs. Eugenia West Jones**, kindergarten teacher, Los Angeles; **Paul E. Stewart**, city superintendent of schools, Santa Barbara.



Today many gasoline-driven threshing machines in Russia, owned by the community, do the work which was done by human-muscle power before 1914.

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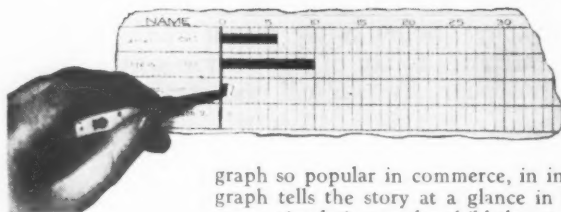
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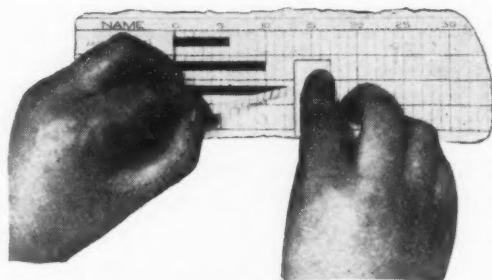
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Sierra Summer School Session of 1930

SIERRA Summer School will hold its next summer session at Huntington Lake from June 30 to August 8. Huntington Lake is about 75 miles from Fresno, in the Sierra Nevada, 7000 feet above sea level. The summer climate is unusually fine, nearly rainless, with pleasant, sunny days and cool nights. The region contains some of the finest attractions of the United States.

The various social activities are carried on by committees of the student body. Sports and games are promoted by the department of physical education. Plays are given by the students in dramatics; and concerts by the music department. Fishing, boating, horseback riding, swimming and "hiking" are available to all.

The sponsored Saturday trips have been highly successful in the past and will receive greater attention for the coming summer. Each Saturday parties are organized to visit one or more of the scenic points of interest. These include Rancheria Falls, Red Mountain, Kaiser Peak, Twin Lakes, Nellie Lake, Inspiration Point, Florence Lake, and the Lower Hot Springs. A new trip is one to the McKinley Grove of Big Trees. These giant trees grow only on the western slopes of the Sierra Nevada.—W. B. Givens, Dean of Summer Session, Fresno State College.

The **National Association of Penmanship Teachers and Supervisors** has among its California representatives R. E. Wiatt of Los Angeles and Mrs. Leta Severence Hiles of Long Beach. Mr. Wiatt has had a place on the program for the last four years. The national secretary is Lillian Bushman, 771 Liberty Street, Burlington, Wisconsin.

John Hays Hammond is chairman of the **Stephen T. Mather Appreciation** with general headquarters at 809 Hill Building, Washington, D. C. The national committee includes numerous prominent Californians and is planning to suitably recognize Mather's gigantic work in behalf of the national progress of the United States.

Miss Anne Norwood is secretary of the committee on emotional education of the **California Drama Teachers Association**. The president of the association is Jessie D. Caseboldt, S. F. State Teachers College, San Francisco; the first vice-president is Mrs. Elizabeth Hughes, Durham Union High School, Durham; M. M. Garland is executive secretary, 2401 Warring Street, Berkeley. The association is doing a most valuable work in the promotion and improvement of dramatic instruction in the schools.

Centerville grammar school has a new addition on property recently acquired. The building will cost \$34,000 and comprise four class-rooms. It is financed by a bond issue which was carried last year by unanimous vote. Joseph Dias is principal.

Elmer L. Cave, superintendent of Vallejo schools, is working on a survey of overcrowded conditions in his schools. The state office has prepared a report for the local board of education.



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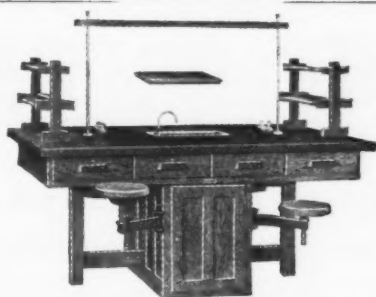
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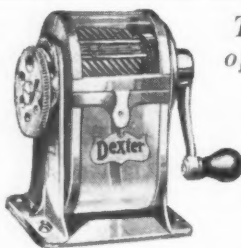
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Reported January 21 by T. S. MacQuiddy
Section Secretary

San Benito County

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Santa Cruz County

Agua Puerca, Amesti, Bald Mountain, Ben Lomond, Brown, Carlton, Corralitos Union, Eureka, Felton, Fruit Vale, Glenwood, Green Valley, Happy Valley, Hester Creek, Highland, Hill, Jefferson, Laguna, Larkin Valley, Laurel, Live Oak, Mountain, Oakdale, Ocean View, Pacific, Pleasant Valley, San Andreas, San Vicente, Scotts Valley, Seaside, Valley View, Vine Hill, Zayante, Mintie White School, J. W. Linscott School, Mission Hill School, Bay View School, Broncoforte School, Laurel School, Gault School, Grant School, Garfield Park School.

Monterey County

Bernabe, Bradley, Castroville Union, Chualar Union, Del Monte School, Seaside School, Elkhorn, Gonzales Union, Greenfield Union, Hames, Hesperia, Indian Valley, Langley, Lewis, Monroe, Bay View Grammar School, Oak Grove Grammar School, Moss Landing, Parkfield Union, Peachtree, Prunedale, Central School, Roosevelt School, Lincoln School, San Antonio Union, Avila Branch, San Ardo Union, San Lucas Union, Soledad Union, Somavia, Spreckles, Sunset, Sur, Pt. Sur Lighthouse Branch, Tulareitos, Vineyard, Woll, Valleton Branch, Lockwood High.

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* * *

Cree T. Work, principal of the Central Union High School, Fresno County, calls our attention to an excellent editorial, "Why Be Educated", by **E. W. Gills**, principal of the Fall River Joint High School McArthur. The editorial appears in "Echoes", the well-written school newspaper.

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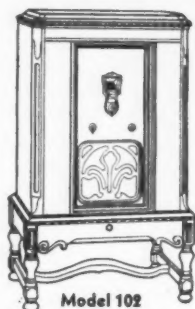
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KARL F. ADAMS, city superintendent of
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majority of our people, but an insidious disease
had been troubling him for some years and, in
the midst of active work for his schools, there
came relief and rest.

Mr. Adams was born in Clinton, New York,
in 1885. He worked his way through Hamilton
College and then began his life work as a
teacher in the Middle West. Later he studied in
Europe and then took post-graduate work at
Stanford University.

He came to Santa Cruz from Seattle where he
had been principal of a high school and for
seven years gave earnest, efficient, helpful ser-
vice to our schools. His work in planning for
the new buildings cannot be overestimated.

Though somewhat impetuous by nature, which
caused him to be deemed harsh and unsympa-
thetic to some, he was, to those who knew him
best, ever kind, thoughtful and helpful.

His home life was ideal. Possessed of a
cultured refined wife, now temporary superin-
tendent, who entered into every phase of his
work with zeal and efficiency and two very
scholarly daughters, Mr. Adams found rest, com-
fort and helpfulness.

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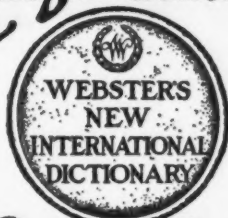
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Mr. Howard P. Miller, formerly in the editorial department and in charge of college work for Charles Scribner's Sons, is now actively in charge of the western department of the big Scribner Publishing Company. Mr. Miller is a brother of Professor Harry Lloyd Miller who before his death two years ago was professor of education at the University of Wisconsin and who is so well remembered in the Bay Section of the California Teachers Association for his interesting lectures while attending Bay Section sessions.

The annual meeting of the California Educational Research Association, Northern Section, will be held at San Jose State Teachers College April 18 and 19. Dr. W. C. Eells of Stanford University is the president of the organization. Representatives of all California universities and of public school research departments will be in attendance.

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(Continued from Page 22)

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